

THE
FIFTY-FOURTH REPORT

OF THE
COMMISSIONERS

OF
NATIONAL EDUCATION

IN IRELAND,
(FOR THE YEAR 1887).

Presented to both Houses of Parliament by Command of Her Majesty.



DUBLIN:

PRINTED FOR HER MAJESTY'S STATIONERY OFFICE

BY

ALEXANDER THOM & CO. (LIMITED),

And to be purchased, either directly or through any Bookseller, from
EYRE and SPOTTISWOOD, East Harding-street, Fetter-lane, E.C., or 32, Abingdon-street
Westminster, S.W.; or ADAM and CHARLES BLACK, 6, North Bridge, Edinburgh; or
HODGES, FISCH and Co., 104, Grafton-street, Dublin.

1888.

[C.—5406.] Price 2½d.

CONTENTS.

	Page
REPORT,	3
NAMES OF COMMISSIONERS OF NATIONAL EDUCATION,	40

THE
FIFTY-FOURTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1887.

TO
HIS EXCELLENCY THE MOST NOBLE CHARLES
STEWART VANE-TEMPEST STEWART, MARQUESS OF
LONDONDERRY,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

1. WE, the Commissioners of National Education in Ireland, submit to your Excellency this our Fifty-fourth Report. In this Report all statements connected with the expenditure of the public grants refer to the year ended 31st March, 1888; but the statistics connected with the number of schools, number of pupils on the rolls, the average daily attendance, and the results of the Inspectors' examinations, refer to the year ended 31st December, 1887.

SCHOOLS AND ATTENDANCE.

2. On the 31st of December, 1887, we had 8,112 schools on the Operation List. During the year 165 schools, most of which had been inoperative for a considerable time, were struck off the Roll or suspended, or became amalgamated with other National schools; 253 schools were brought into operation—viz., 80 non-vested, and 173 vested, giving a net increase of 88 schools as compared with 1886. Eighteen of the schools which were brought into operation had been previously in connexion with the Board, but for various causes the grants had been withdrawn.

3. The number of pupils on rolls who made at least one attendance within the last fourteen days (fortnight) of the month immediately preceding the Results Examination in each school during the year ended 31st December, 1887, was 715,740.*

4. The average daily attendance of pupils for the year 1887 was 515,388, showing an increase of 24,904 as compared with that of 1886.

5. The per-centage of average attendance of pupils for the year to the number on the rolls who attended on any of the last fourteen days of the month preceding the annual examinations was 72.0. In 1886 this per-centage was 69.5.

* The number of pupils on rolls who made any attendance at our schools between 1st of January and 31st of December, 1887, was 1,071,768.

School Accommodation. The extent of school accommodation, allowing 8 square feet for each pupil, provided for the children was adequate for 734,381.

Number of schools in operation, and average daily attendance. 6. The following Table exhibits the number of National Schools as specified in our several Reports, with the average attendance for each of the last twenty years, to 31st of December, 1887:—

YEAR.	No. of Schools in Operation.	No. of Children in Average Attendance.	YEAR.	No. of Schools in Operation.	No. of Children in Average Attendance.
1868,	6,586	354,853	1878,	7,443	437,252
1869,	6,707	358,560	1879,	7,532	435,054
1870,	6,806	359,199	1880,	7,590	468,557
1871,	6,914	363,850	1881,	7,648	453,567
1872,	7,050	355,821	1882,	7,705	469,192
1873,	7,160	373,371	1883,	7,752	467,704
1874,	7,257	395,390	1884,	7,832	492,928
1875,	7,267	389,961	1885,	7,936	502,454
1876,	7,334	416,586	1886,	8,024	490,484
1877,	7,370	418,063	1887,	8,112	515,388

Applications for grants to new schools.

7. The number of applications for grants to new schools dealt with in the year 1887 was 251. In 236 cases we gave the required assistance, either as grants for building, or grants in aid of maintenance of non-vested schools. The remaining 15 applications were rejected.

New schools.

8. The annexed Return of the 236 Schools added to our list during the Year 1887, shows the number in each Province, with the nature of the Aid granted.

PROVINCE.	Grants in aid of maintenance of Non-vested Schools.	Towards Building and Furnishing Vested Schools.	Total.
Ulster, . . .	37	40	77
Munster, . . .	10	40	50
Leinster, . . .	11	28	39
Connaught, . .	8	62	70
Total, . . .	66	170*	236

LOANS FOR NON-VESTED SCHOOLS.

Loans for Non-Vested Schools (Rule 250).

The number of applications for loans for the erection or improvement of non-vested schools, under the Act of 1884, 47 & 48 Vic., cap. 22, received in 1887, was 17; of these 16 were favourably considered by us, and sent forward to the Board of Works for completion.

* The total grants towards building, &c., Vested National Schoolhouses during the year ended 31st December, 1887, amounted to 450,065 Gr. Id.

MANAGERS OF NEW SCHOOLS.

9. The next Table shows the religious denominations of the Managers of the new schools, distinguishing Clerical from Lay.

Religion of
Managers
of New
Schools.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
R.C.,*	118	171	12	12	130	183
E.C.,*	26	27	10	10	36	37
Pres.,*	8	12	1	1	9	13
Others,*	3	3	—	—	3	3
Total,	155	213	23	23	178	236

VESTED AND NON-VESTED SCHOOLS.

10. At the termination of the year 1887, we had on our list 2,862 vested schools, classified thus :—Vested in Trustees 1,892 ; vested in our Board 970. Of this total number, 328 Schools, to which building grants are outstanding, are not yet in operation, 123 are on the "Suspended List," and there are 9 vested Model School Departments which have been amalgamated with adjoining departments of Model Schools.

11. The number of non-vested schools in connexion with us on the 31st of December, 1887, was 5,710.

CLASSIFICATION OF PUPILS.

12. The following Table shows the literary classification of the 715,740 pupils who made an attendance within the last fourteen days of the month immediately preceding the Results Examinations in the year ended 31st December, 1887:—

	Classification of Pupils.								TOTAL.
	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	
All Ireland, .	162,946	124,421	109,324	93,925	76,839	52,124	32,549	37,618	715,740
Per-centage, .	22.8	17.4	15.3	13.1	10.7	7.3	4.5	5.3	
Per-centage, .	22.8	46.7			27.8				

13. The next Table shows the distribution of schools according to counties and provinces, and the attendance and religious denominations of pupils of all schools from which Returns were received for the year ended 31st December, 1887:—

* Throughout this Report "R.C." denotes Roman Catholics; "E.C.," members of the late Established Church; "Pres.," Presbyterians, and "Others," persons of other religious denominations.

TABLE showing the total number of Schools in each County; the Rolls; the Religious Denominations of these Pupils; the average

PROVINCES AND COUNTIES.	Total Number of Schools in County.	Total Number of Schools from which Returns have been received.	Attendance		
			Total Number of Pupils on Rolls within the Year 1887, who made at least one Attendance.		
			Males.	Females.	Total.
ULSTER:					
Antrim, . . .	620	619	51,940	43,027	100,967
Armagh, . . .	262	259	17,306	16,001	33,307
Cavan, . . .	289	284	14,634	14,314	28,948
Donegal, . . .	403	401	22,806	20,061	42,867
Down, . . .	461	461	30,782	27,540	58,322
Fermanagh, . . .	184	183	9,188	8,010	17,198
Londonderry, . . .	287	287	17,002	15,446	32,448
Monaghan, . . .	176	176	10,444	9,851	20,295
Tyrone, . . .	368	367	20,368	18,518	38,886
Total, . . .	3,050	3,037	194,470	178,768	373,238
MUNSTER:					
Clare, . . .	233	232	15,661	15,621	31,282
Cork, . . .	729	727	51,298	52,983	104,281
Kerry, . . .	341	340	23,150	25,261	48,411
Limerick, . . .	255	254	17,516	20,070	37,586
Tipperary, . . .	317	314	19,132	20,926	40,058
Waterford, . . .	132	132	8,555	11,125	19,680
Total, . . .	2,007	1,999	135,312	145,976	281,288
LEINSTER:					
Carlow, . . .	75	75	4,250	4,180	8,430
Dublin, . . .	277	274	30,720	35,646	66,366
Kildare, . . .	104	103	5,840	6,403	12,243
Kilkenny, . . .	180	178	10,121	9,735	19,856
King's, . . .	114	114	6,630	7,137	13,767
Longford, . . .	104	103	6,618	6,279	12,897
Louth, . . .	100	100	6,870	7,534	14,404
Meath, . . .	186	186	9,478	9,297	18,775
Queen's, . . .	120	118	6,795	6,640	13,435
Westmeath, . . .	133	132	6,924	6,887	13,811
Wexford, . . .	160	159	9,063	10,005	19,068
Wicklow, . . .	114	113	6,065	5,666	11,731
Total, . . .	1,667	1,655	109,374	115,409	224,783
CONNAUGHT:					
Galway, . . .	394	393	27,141	26,837	53,978
Leitrim, . . .	200	199	11,705	10,978	22,683
Mayo, . . .	360	355	30,353	28,838	59,191
Roscommon, . . .	233	232	15,934	15,582	31,516
Sligo, . . .	201	200	12,660	12,431	25,091
Total, . . .	1,388	1,379	97,793	94,666	192,459
ULSTER, . . .	3,050	3,037	194,470	178,768	373,238
MUNSTER, . . .	2,007	1,999	135,312	145,976	281,288
LEINSTER, . . .	1,667	1,655	109,374	115,409	224,783
CONNAUGHT, . . .	1,388	1,379	97,793	94,666	192,459
IRELAND, . . .	8,112	8,070	536,949	534,819	1,071,768
Per-centage to total on rolls, . . .	-	-	50.1	49.9	-

number from which Returns were received; the total number of Pupils on the number on the Rolls; and the average Daily Attendance for the year 1887.

for the Year 1887.

Religious Denominations of the Total Number on the Rolls for the Year 1887, who made at least one Attendance.					Average Number on the Rolls for the Year 1887.	Average Daily Attendance for the Year 1887.	PROVINCES AND COUNTIES.
R.C.	R.C.	Pres.	Others.	Total.			
25,323	21,708	48,540	5,398	100,967	72,543	46,086	ULSTER:
15,657	10,449	5,914	1,287	33,307	23,845	15,433	Antrim.
23,089	4,207	989	163	28,948	23,336	12,898	Armagh.
33,316	4,911	4,150	490	42,867	32,511	16,693	Cavan.
15,219	14,049	26,856	2,198	58,322	44,776	28,480	Donegal.
9,769	6,452	304	673	17,198	13,828	8,012	Down.
13,375	6,467	12,152	454	32,448	25,002	14,846	Fermanagh.
14,966	2,685	2,578	66	20,295	16,283	9,140	Londonderry.
20,773	3,118	8,262	733	38,686	29,692	16,868	Monaghan.
							Tyrone.
171,987	80,046	109,745	11,460	373,238	283,816	168,456	Total.
30,885	368	24	5	31,282	26,343	16,180	MUNSTER:
98,410	5,034	378	469	104,281	87,073	57,658	Clare.
47,560	774	20	47	48,401	40,758	26,109	Cork.
36,553	830	79	134	37,586	31,720	20,661	Kerry.
38,770	1,150	62	76	40,058	33,343	21,280	Limerick.
19,307	299	26	48	19,680	16,123	10,332	Tipperary.
							Waterford.
371,485	8,435	589	779	281,288	235,360	152,220	Total.
7,722	698	-	10	8,430	7,086	4,312	LEINSTER:
58,442	6,473	938	513	66,366	46,681	29,165	Carlow.
11,358	756	78	51	12,243	9,881	5,895	Dublin.
19,112	676	39	29	19,856	16,658	10,635	Kildare.
12,679	980	64	44	13,767	11,301	6,754	Kilkenny.
11,929	867	68	33	12,897	10,456	5,700	King's.
13,469	681	208	46	14,404	11,607	6,956	Longford.
17,736	961	73	5	18,775	15,837	9,699	Louth.
12,072	1,310	19	34	13,435	11,009	6,717	Meath.
13,354	390	40	27	13,811	11,619	6,879	Queen's.
17,964	1,057	26	21	19,068	15,559	9,202	Westmeath.
10,352	1,288	31	60	11,731	9,658	5,927	Wexford.
							Wicklow.
206,189	16,137	1,584	873	224,783	177,347	107,841	Total.
53,363	482	89	44	53,978	43,699	24,568	CONNAUGHT:
20,613	1,872	28	170	22,683	18,908	10,270	Galway.
58,271	632	213	55	59,191	47,342	26,203	Leitrim.
30,880	609	74	13	31,516	25,871	14,096	Mayo.
23,433	1,397	139	122	25,091	20,853	11,734	Roscommon.
							Sligo.
188,500	5,012	543	404	192,459	156,568	86,871	Total.
171,987	80,046	109,745	11,460	373,238	283,816	168,456	ULSTER.
271,485	8,435	589	779	281,288	235,360	152,220	MUNSTER.
206,189	16,137	1,584	873	224,783	177,347	107,841	LEINSTER.
188,500	5,012	543	404	192,459	156,568	86,871	CONNAUGHT.
838,161	109,630	112,461	13,516	1,071,768	863,091	515,388	IRELAND.
78.1	10.2	10.5	1.2	-	-	-	{ Per-centage to total on rolls.

* Percentage of average attendance to average number on Rolls, &c.

14. TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls
Mixed Attendance of ROMAN

PROVINCES AND COUNTIES.	Total No. of Mixed Schools.	Under Protestant Teachers.						Under	
		No. of Schools.	R.C.	R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.
ULSTER.									
Antrim, . . .	341	253	3,047	9,941	21,769	1,984	36,032	80	8,906
Armagh, . . .	159	99	1,336	5,835	5,958	545	11,634	52	6,989
Cavan, . . .	179	32	890	1,629	357	97	2,473	141	13,747
Down, . . .	266	104	3,107	2,945	2,881	257	9,200	162	18,344
Donegal, . . .	284	197	1,896	7,569	13,330	993	23,833	85	8,454
Fermanagh, . .	143	59	802	3,460	185	482	4,929	81	6,893
Londonderry, .	218	150	2,686	5,942	8,358	275	15,263	65	6,174
Monaghan, . .	122	42	617	1,279	1,458	55	3,439	75	9,287
Tyrone, . . .	286	146	2,839	5,019	5,467	446	13,471	137	12,653
Total, . . .	1,993	1,082	16,420	40,809	57,345	3,134	120,298	878	90,747
MUNSTER.									
Clare, . . .	79	2	14	90	5	5	114	77	10,528
Cork, . . .	277	18	77	838	130	94	1,139	269	36,089
Kerry, . . .	118	2	14	58	-	-	72	111	18,713
Limerick, . . .	71	3	14	137	18	2	171	66	9,771
Tipperary, . .	123	4	182	141	11	29	365	117	13,559
Waterford, . .	48	1	32	31	7	15	85	41	6,995
Total, . . .	706	25	333	1,295	171	145	1,944	672	95,635
LEINSTER.									
Carlow, . . .	88	3	9	145	-	-	154	35	4,461
Dublin, . . .	98	31	237	3,162	462	318	4,179	59	9,549
Kildare, . . .	49	4	14	158	33	17	227	45	5,663
Kilkenny, . . .	71	3	130	94	34	8	256	68	6,970
King's, . . .	67	5	19	293	40	33	385	62	7,009
Longford, . . .	61	6	153	214	32	2	401	55	7,275
Louth, . . .	44	7	216	287	56	-	529	36	4,101
Meath, . . .	94	1	16	14	19	-	49	38	9,176
Queen's, . . .	56	4	21	275	6	-	302	32	6,017
Westmeath, . .	62	2	13	97	6	8	124	60	6,641
Wexford, . . .	70	5	17	232	5	8	262	65	7,147
Wicklow, . . .	50	2	43	118	1	12	179	48	4,931
Total, . . .	760	73	893	5,059	689	406	7,047	664	79,933
CONNAUGHT.									
Galway, . . .	164	2	18	45	28	9	100	102	13,953
Leitrim, . . .	118	10	25	544	6	44	639	108	12,180
Mayo, . . .	100	8	190	251	71	10	512	82	15,955
Roscommon, . .	81	6	100	279	52	10	441	75	10,490
Sligo, . . .	126	9	38	445	68	48	594	116	14,167
Total, . . .	529	35	431	1,564	220	121	2,336	493	65,840
GROSS TOTAL.	3,993	1,215	18,077	48,817	58,925	5,066	131,625	2,707	331,153

of the 3,993 SCHOOLS from which Returns have been received, exhibiting a
CATHOLICS and PROTESTANTS.

Roman Catholic Teachers.				Under Protestant and Roman Catholic Teachers.						PROVINCES AND COUNTIES.
R.C.	Pres.	Others.	Total.	No. of Schools	R.C.	R.C.	Pres.	Others.	Total.	
ULSTER.										
265	690	34	9,925	8	714	1,136	1,385	331	3,516	Antrim.
329	161	36	7,026	8	278	430	465	114	1,288	Armagh.
901	129	8	14,855	6	658	100	156	5	919	Cavan.
860	840	37	19,781	-	-	-	-	-	-	Donegal.
540	794	5	9,783	2	224	104	107	5	440	Down.
1,289	83	29	8,244	3	112	235	24	22	393	Fermanagh.
321	786	19	7,500	3	125	85	246	7	454	Londonderry.
427	353	3	10,020	5	322	232	198	4	756	Monaghan.
1,350	965	61	15,072	3	229	131	155	18	524	Tyrene.
6,516	4,511	232	102,006	38	2,653	2,454	2,687	506	8,300	Total.
MUNSTER.										
247	19	-	10,324	-	-	-	-	-	-	Clare.
317	48	26	36,530	4	581	318	30	63	992	Cork.
427	5	18	19,163	-	-	-	-	-	-	Kerry.
237	3	10	10,041	2	29	124	9	31	183	Limerick.
535	42	32	14,168	2	81	80	3	7	171	Tipperary.
175	7	21	7,196	1	58	70	8	12	148	Waterford.
2,458	124	107	98,324	9	743	592	50	113	1,504	Total.
LEINSTER.										
131	-	3	4,595	-	-	-	-	-	-	Carlow.
301	27	7	9,884	17	3,859	1,048	201	74	5,182	Dublin.
174	23	6	5,868	-	-	-	-	-	-	Kildare.
236	13	13	7,294	-	-	-	-	-	-	Kilkenny.
370	10	5	7,385	-	-	-	-	-	-	King's.
246	16	5	7,542	-	-	-	-	-	-	Longford.
84	19	40	4,244	1	150	26	19	-	195	Louth.
237	14	-	9,447	5	799	218	2	2	1,021	Meath.
226	-	5	6,248	-	-	-	-	-	-	Queen's.
165	7	-	6,813	-	-	-	-	-	-	Westmeath.
241	5	2	7,396	-	-	-	-	-	-	Wexford.
226	8	3	5,168	-	-	-	-	-	-	Wicklow.
2,717	145	89	81,884	23	4,008	1,292	222	76	6,338	Total.
CONNAUGHT.										
352	36	24	14,370	-	-	-	-	-	-	Galway.
690	10	21	12,891	-	-	-	-	-	-	Leitrim.
303	37	14	15,409	-	-	-	-	-	-	Mayo.
305	20	-	10,805	-	-	-	-	-	-	Roscommon.
651	14	5	14,857	1	7	58	12	35	112	Sligo.
2,291	117	64	68,312	1	7	58	12	35	112	Total.
13,992	4,897	492	350,326	71	8,217	4,396	2,971	730	16,314	GROSS TOTAL.

MIXED SCHOOLS.

15. The following tables show, according to provinces, the number of Roman Catholic and Protestant Pupils on rolls of 3,993 MIXED Schools, in 1887, and the per-centage of each denomination:—

A.—Mixed Schools under ROMAN CATHOLIC Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
2,707	331,155	19,371	94.5	5.5

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	878	89.0 per cent.	11.0 per cent.
Munster, . . .	672	97.3 "	2.7 "
Leinster, . . .	664	96.4 "	3.6 "
Connaght, . . .	493	96.4 "	3.6 "

B.—Mixed Schools under PROTESTANT Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
1,215	18,077	113,548	13.7	86.3

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	1,082	13.6 per cent.	86.4 per cent.
Munster, . . .	25	17.1 "	82.9 "
Leinster, . . .	73	12.7 "	87.3 "
Connaght, . . .	35	18.4 "	81.6 "

C.—Mixed Schools under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
71	8,217	8,097	50.4	49.6

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	38	32.0 per cent.	68.0 per cent.
Munster, . . .	9	49.8 "	50.2 "
Leinster, . . .	23	75.1 "	24.9 "
Connaght, . . .	1	6.3 "	93.7 "

SUMMARY.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
3,993	357,449	141,016	71.7	28.3

UNMIXED SCHOOLS.

16. The following table exhibits the religious denominations of pupils on rolls of 4,076 schools, attended *exclusively* by Roman Catholic or by Protestant children:—

PROVINCES AND COUNTIES.	Total Number of unmixed Schools.*	Under Roman Catholic Teachers		Under Protestant Teachers.				
		Number of Schools.	No. of Pupils. R. C.	No. of Schools.	No. of Pupils—Protestants			
					E. C.	Pres.	Others.	Total.
ULSTER.								
Antrim, . . .	278	53	12,626	225	11,006	24,733	3,047	38,868
Armagh, . . .	100	43	7,734	57	3,664	1,349	592	5,605
Cavan, . . .	105	77	8,784	28	1,577	277	53	1,907
Donegal, . . .	135	104	11,865	31	1,106	719	196	2,021
Down, . . .	177	29	4,645	148	5,836	12,585	1,195	19,616
Fermanagh, . . .	40	18	1,362	22	1,468	62	140	1,670
Londonderry, . . .	69	25	4,380	44	2,118	2,761	133	5,032
Monaghan, . . .	54	34	4,790	16	747	589	4	1,390
Tyrone, . . .	81	39	5,361	42	2,575	1,675	260	4,450
Total, . . .	1,039	426	62,167	613	20,177	44,762	5,503	80,467
MUNSTER.								
Clare, . . .	153	152	20,313	1	31	—	—	31
Cork, . . .	449	392	61,668	57	3,051	170	296	3,507
Kerry, . . .	227	210	26,833	9	269	15	29	333
Waterford, . . .	183	177	26,733	6	302	49	91	442
Tipperary, . . .	191	183	24,943	8	394	6	8	408
Wexford, . . .	89	88	12,222	1	23	4	—	27
Total, . . .	1,293	1,210	174,725	82	4,090	244	414	4,748
LEINSTER.								
Carlow, . . .	37	28	3,252	9	422	—	7	429
Dublin, . . .	176	148	44,797	28	1,362	248	114	2,524
Kildare, . . .	54	45	5,679	9	424	17	28	469
Kilkenny, . . .	167	101	12,012	6	286	—	8	294
King's, . . .	47	39	5,660	8	317	14	6	337
Longford, . . .	42	34	4,561	8	407	20	26	453
Louth, . . .	56	51	9,062	5	314	114	6	434
Meath, . . .	92	79	7,745	13	472	38	3	513
Queen's, . . .	62	49	6,034	13	309	13	29	351
Westmeath, . . .	70	66	6,700	4	138	27	19	174
Wexford, . . .	89	79	10,809	10	584	15	41	610
Wicklow, . . .	63	46	5,373	17	944	22	45	1,011
Total, . . .	895	765	121,555	130	7,069	528	302	7,899
CONNAUGHT.								
Galway, . . .	269	237	39,337	2	85	25	11	121
Letcham, . . .	81	67	8,338	14	648	12	105	765
Mayo, . . .	255	251	43,036	4	98	105	31	234
Roscommon, . . .	151	150	20,240	1	25	—	3	30
Sligo, . . .	74	67	9,221	7	243	50	34	327
Total, . . .	830	822	120,222	28	1,069	194	184	1,477
GRAND TOTAL, . . .	4,076	3,223	478,667	853	42,435	45,668	6,483	94,591

There is one other school, situated in Cork, of an unmixed attendance, all the pupils being R.C., and the teachers one R.C., the other E.C., and which cannot be brought under any of the headings in these Tables.

Unmixed
attendance
average per
School.

17. The average number of Roman Catholic and Protestant pupils on rolls in the unmixed schools, according to Provinces, in 1887, was as follows:—

	A.—Under Roman Catholic Teachers exclusively.		B.—Under Protestant Teachers exclusively.				
	Schools.	R.C. pupils per school.	Schools.	R.C. pupils.	Pres. pupils.	Others.	Protestant pupils per school.
Ulster . . .	436	145.9	613	49.3	71.9	9.1	131.3
Munster, . .	1,210	144.4	82	49.9	3.0	5.0	57.9
Leinster, . .	765	153.9	139	54.4	4.1	2.3	60.8
Connaught, .	922	146.2	28	39.2	6.9	6.6	52.7
Total, . . .	3,223	-	853	-	-	-	-
Average per School,	-	146.5	-	49.7	53.5	7.6	110.3

18. The foregoing Returns in reference to the religious denominations of the pupils, include *all the pupils* who made any attendance at our schools on any day between the 1st of January and the 31st of December, 1887. It will be seen that during the year a mixed attendance of Roman Catholic and Protestant pupils was to be found in 3,993 schools, whilst in 4,077 schools the attendance was unmixed.

Per-centage
of Schools
with mixed
Religious
attendance.

19. The per-centage of Schools exhibiting a mixed attendance of Roman Catholic and Protestant Pupils, for each year from 1877 to 1887, is as follows:—

—	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.
Ulster, . .	75.6	74.8	75.0	75.0	73.7	73.3	72.1	70.0	67.5	65.7
Munster, . .	40.4	39.2	39.5	39.7	37.7	37.4	36.7	36.3	36.3	35.3
Leinster, . .	50.7	49.6	49.0	46.7	47.1	47.8	44.8	36.9	44.6	45.9
Connaught, .	44.5	43.6	43.3	43.7	42.5	42.0	40.9	38.4	39.2	38.4
Total, . .	56.5	55.6	55.6	55.1	54.0	53.8	52.4	51.5	50.2	49.4

MODEL SCHOOLS.

20. The number of District and Minor Model School Institutions in operation at the end of the year was 26. The number of Model School Institutions in the Metropolitan District was 3; total, 29. These contain in all 84 separate departments.* The Results Examinations show that the Model Schools continue to maintain their high character. (See Appendix).

21. The number of pupils on rolls who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examinations in 1887, was 9,523.†

22. The average daily attendance at the Model Schools for the year was 7,770.

23. The per-centage of average attendance of pupils in Model Schools throughout the year to the number on the rolls who attended on any of the last 14 days of the month preceding the Annual Examinations was 81·6.

24. The numbers paying school fees at the following rates in the above-named Model Schools on the 31st March, 1888, were:—

At 1s. 1d. per quarter, 3,138 pupils.	At 7s. 6d. per quarter, 19 pupils.
„ 2s. 6d. „ 4,120 „	„ 10s. 0d. „ 384 „
„ 3s. 3d. ‡ „ 52 „	„ 20s. 0d. „ 35 „
„ 5s. 0d. „ 1,938 „	9,686

The amount apportioned to the Teachers of Model Schools in School-fees, supplemental to their emoluments from the Board, during the year ended 31st March, 1888, was £3,274 9s. 5d.; the remainder of the School-fees, £2,207 6s. 0d. is payable into Her Majesty's Exchequer as an Extra Receipt.

* There were originally 94 separate departments; subsequently, the Infant departments of Dunsanyway, Enniscorthy, Galway, Trim, Parsonstown, Kilkenny, Clonmel, Athy, and Ballieborough Schools were amalgamated with the Female departments, and the Female department of Trim was amalgamated with the Male department—leaving 84 operative schools.

† The total number of pupils on the rolls of the Model Schools who made any attendance for the year ended 31st December, 1887, was 14,950. The average number of Pupils on rolls for the same period was 10,216.

‡ Special Fee for Soldiers' children, according to War Office Regulation.

25. RETURN of the RELIGIOUS DENOMINATIONS of the PUPILS on the ROLLS who made any attendance at the METROPOLITAN, DISTRICT and MINOR MODEL SCHOOLS, between 1st January and 31st December, 1887; the AVERAGE NUMBER OF PUPILS on the ROLLS; the NUMBER OF PUPILS who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examination in each School; and also the AVERAGE DAILY ATTENDANCE.

COUNTY.	Name of School.	Religious Denominations.					Average number on ROLLS.	Last 14 days Attendance.	Average Daily Attendance.
		R.C.	E.C.	Pres.	Other Formations.	Total.			
Dublin, .	Metropolitan :								
"	Central Model,	1,885	711	142	60	2,807	1,828	1,725	1,361
"	West Dublin, .	504	105	40	2	657	411	306	307
"	Inchicore, .	430	166	17	3	616	439	405	329
Kildare, .	Athy, . . .	1	88	30	16	135	111	104	89
Cavan, .	Bailieborough, .	2	70	59	4	135	84	80	66
Antrim, .	Ballymena, .	6	84	273	119	476	353	334	290
Antrim, .	Belfast, . .	64	548	807	273	1,692	1,186	1,119	943
Tipperary, .	Clonmel, . .	66	123	8	10	207	146	129	111
Londonderry, .	Coleraine, . .	10	54	263	45	371	265	262	214
Cork, .	Cork, . . .	364	297	30	59	750	556	547	432
Cork, .	Dunmanway, .	376	37	-	8	421	357	346	270
Wexford, .	Raniscorthy, .	-	117	6	6	129	107	99	82
Fermanagh, .	Raniskillen, .	34	187	36	52	309	229	229	186
Galway, .	Galway, . . .	25	84	31	15	155	127	99	92
Kilkenny, .	Kilkenny, . .	13	74	31	14	132	110	87	76
Limerick, .	Limerick, . .	44	175	10	41	270	207	199	159
Londonderry, .	Londonderry, .	8	169	315	30	522	394	341	300
Armagh, .	Newry, . . .	27	153	199	25	404	284	284	218
Down, .	Newtownards, .	5	35	348	43	431	337	330	260
Sligo, .	Sligo, . . .	13	157	37	81	298	214	211	160
Meath, .	Trim, . . .	90	94	2	2	188	147	90	105
Waterford, .	Waterford, .	130	131	16	42	319	191	164	137
Antrim, .	Ballymoney, .	5	44	358	7	414	302	278	232
Antrim, .	Carriekfergus, .	12	84	194	65	355	263	239	212
Armagh, .	Lurgan, . . .	13	244	172	60	509	512	393	318
Monaghan, .	Monaghan, . .	22	165	104	4	385	287	273	228
Tyrone, .	N.-T.-Stewart, .	1	124	125	19	269	203	213	164
Tyrone, .	Omagh, . . .	5	280	198	54	547	413	381	315
King's, .	Parsonstown, .	9	132	26	20	187	151	146	118
	Total, . . .	4,164	4,742	3,972	1,202	14,080	10,216	9,323	7,770

26. LITERARY CLASSIFICATION of the PUPILS who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examination in each School.

SCHOOL.	Classification of Pupils.								TOTAL.
	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class V ² .	Class VI.	
Central Model, . . .	135	145	215	299	288	282	168	193	1,725
West Dublin, . . .	65	46	78	50	68	47	29	16	336
Inchicore, . . .	96	43	52	52	52	46	38	28	405
Athy, . . .	15	10	17	15	13	10	9	15	104
Ballinabragh, . . .	-	3	4	9	14	16	13	21	80
Ballymena, . . .	40	23	28	47	38	51	51	57	334
Belfast, . . .	72	58	90	170	166	183	175	200	1,119
Cavan, . . .	10	11	13	17	17	29	17	24	129
Coleraine, . . .	43	12	16	21	21	29	30	90	262
Cork, . . .	108	46	66	86	71	60	52	63	547
Dromoway, . . .	57	37	25	34	30	29	32	102	346
Enniscorthy, . . .	13	6	14	16	17	14	8	11	99
Enniskillen, . . .	27	16	23	31	31	34	18	49	229
Galway, . . .	9	12	7	14	14	16	11	16	99
Killybeg, . . .	11	9	13	7	16	16	5	10	87
Limerick, . . .	39	20	26	19	27	23	11	34	199
Londonderry, . . .	56	39	33	44	50	37	34	46	341
Newry, . . .	67	25	24	32	32	35	27	42	284
Newtownards, . . .	54	24	35	30	37	46	41	63	330
Sligo, . . .	44	19	23	22	21	27	24	31	211
Tain, . . .	7	1	16	21	13	16	8	8	90
Waterford, . . .	25	15	26	18	19	24	23	14	164
Ballymore, . . .	43	31	37	31	31	26	29	39	278
Carrickfergus, . . .	39	28	19	28	29	37	26	53	259
Lurgan, . . .	65	39	42	33	49	41	43	61	393
Monaghan, . . .	71	30	32	29	36	26	22	27	273
Newtown Stewart, . . .	53	12	24	29	15	26	17	37	213
Omagh, . . .	73	63	48	45	32	46	37	37	381
Parnassstown, . . .	35	20	25	15	16	10	5	20	146
Total, . . .	1,367	843	1,073	1,290	1,263	1,378	938	1,435	9,523
Per-centage, . . .	14.4	8.8	11.3	13.5	13.3	13.4	10.3	15.9	
Per-centage, . . .	14.4	33.6			52.0				

From this Table it will be seen that the classification of the pupils attending Model schools is of a remarkably satisfactory character.

CONVENT AND MONASTERY NATIONAL SCHOOLS.

27. These schools are divided in regard to salaries into two classes; (a) those whose teachers adopt the principle of classification, and are paid according to the same scale of class salaries as teachers of ordinary National schools; and (b) those in which the amount of salary awarded is regulated by the average number of children in daily attendance. Previous to the 1st of April, 1885, the payments to Convent and Monastery National Schools, whose teachers elected not to be examined for classification, were at the rate of 4s. per pupil per annum, calculated on the average daily attendance; but since that date, according to a scale for which we obtained the sanction of the Lords of Her Majesty's Treasury, there has been paid to teachers of schools in this category, a merit capitation grant of 12s. a head when the Results Examination has been entirely satisfactory, and 10s. a head when it has been fair or passable.

The payment in each case is in addition to Results Fees and Gratuities.

The following table shows the average daily attendance and the average number of pupils on the rolls of Convent and Monastery National Schools:—

Class of School.	Paid by Capitation.				Paid by Classification.				Total.			
	No. of Schools.	Total No. on Rolls.	Average No. on Rolls.	Average Attendance.	No. of Schools.	Total No. on Rolls.	Average No. on Rolls.	Average Attendance.	No. of Schools.	Total No. on Rolls.	Average No. on Rolls.	Average Attendance.
Convent, .	226	107,672	47,358	56,238	23	8,064	6,095	4,348	249	115,736	60,454	60,648
Monastery, .	3	2,150	1,552	1,083	19	4,972	4,035	3,604	21	7,091	5,547	3,534
Total, .	229	109,822	48,910	57,321	41	13,036	10,761	8,952	270	122,827	66,001	64,182

* Percentage of average attendance to average number on Rolls, 65'4.

WORKHOUSE SCHOOLS.

Workhouse
Schools.

28. The number of Workhouse Schools in connexion with us on the 31st December, 1887, was 157. Of these schools, 41 are in Ulster, 50 in Munster, 38 in Leinster, and 28 in Connaught.

These schools were examined on the same system as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information of the different Boards of Guardians. The salaries of the Teachers are determined by the Poor Law authorities, and paid from the Consolidated Fund; but the Poor Law Guardians have power, under the Teachers Act, to award from the rates the amount of results fees payable on the Inspectors' reports.

The total number of pupils appearing on the rolls of these Workhouse Schools during the year ending 31st December, 1887, was 10,117, and the average daily attendance was 6,030.

TRAINING COLLEGES.

Training
Colleges.

29. Four Training Colleges have been in operation in the past year; viz., the Marlborough-street Training College for Male and Female Students, "St. Patrick's" Training College for Male Students, at Drumcondra; "Our Lady of Mercy" Training College for Female Students, in Baggot-street, Dublin; and the "Church of Ireland" Training College for Male and Female Students, in Kildare-place, Dublin. The first named is under our own management; the remaining three are under local management.

(a.) Marlborough-street Training College.

In the Marlborough-street Training College, 200 Queen's Scholars were in training within the year, of whom 6 left before the end of the session. Of the remaining 194 Queen's Scholars, 25 were teachers, already employed in National Schools either as principals or assistants, admitted for a course of one

year's training, all of whom were examined at the close of the year; of these, 21 passed the examination according to the programme for second year, and 4 failed. There were 80 Queen's Scholars of second year, 79 of whom passed and 1 failed.

The other 89 Queen's Scholars had entered for a two years' course of training, and all passed the examination entitling them to be retained for the second year.

One hundred Queen's Scholars completed their course of Training in 1887, viz.:—57 Males and 43 Females. Of these, 43 were Roman Catholics, 21 of late Established Church, 30 Presbyterians, and 6 were of other persuasions. In addition to the above, 2 Females were trained as Externs. One of these was a Methodist, and one a Presbyterian.

Of the 100 Queen's Scholars who completed their course of training during the year 1887, 21 had entered for one year, and 79 for two years.

The total number trained at this College from the commencement of our proceedings in 1833 up to 31st August, 1887, was 11,528. From 1st September, 1885, this Training College adopted the plan in force in the local Training Colleges of requiring Candidates, not being certificated Teachers, to continue in residence for a two years' course, the term for ten years previously having been for one year.

(b.) "*St. Patrick's*" Training College, Drumcondra.

In "*St. Patrick's*" Training College, 146 Queen's Scholars were in training within the year, of whom 1 left before the end of the Session. Of 145 remaining, 52 were Teachers already employed in National Schools, either as Principals or Assistants, who were admitted for a course of one year's training, and examined at the close of the Session on the programme prescribed for Queen's Scholars at the end of the second year, when 49 passed the qualifying examination and 3 failed; 52 were Queen's Scholars of the second year, of whom 51 passed and 1 failed.

The other 41 Queen's Scholars had entered for a two years' course of training, and were in their first year. Forty of them passed the examination entitling them to be retained for a second year, and 1 failed.

The number of Queen's Scholars who completed their course of training during the year 1887 was 100, 49 of whom had entered for one year and 51 for two years.

The total number trained from the opening of the College in 1883 was 311.

(c.) "*Our Lady of Mercy*" Training College, Baggot-street.

In "*Our Lady of Mercy*" Training College, 148 Queen's Scholars were in training within the year, of whom 2 left before the end of the Session. Of the 146 remaining, 68 were Teachers already

employed in National Schools, either as Principals or Assistants, who were admitted for a course of one year's training, and examined at the close of the Session, on the programme prescribed for students at the end of the *second* year, when 66 passed the qualifying examination, and 2 failed. Sixty-two were Queen's Scholars of second year, 61 of whom passed, and 1 failed.

The other 16 Queen's Scholars had entered for a two years' course of training and were in their first year. All of them passed the examination entitling them to be retained for a second year.

The number of Queen's Scholars who completed their course of training during the year 1887 was 127—viz., 66 who had entered for one year, and 61 for two years. The total number trained since the opening of the College in 1883, was 307.

(d.) "*Church of Ireland*" Training College, Kildare-place.

In the "*Church of Ireland*" Training College, 94 Queen's Scholars (32 males and 62 females) were in training within the year. One female left before the end of the Session. Of the 93 remaining, 6 (4 males and 2 females) were Teachers already employed in National Schools, either as Principals or Assistants, who were admitted for a course of one year's training, and examined at the close of the Session, on the programme prescribed for students at the end of the *second* year, when all passed the qualifying examination; 32 were Queen's Scholars of the second year, and all passed. The other 55 Queen's Scholars (19 males and 36 females) had entered for a two years' course of training, and all passed the examination entitling them to be retained for a second year.

The number of Queen's Scholars who completed their course of training during the year 1887 was 38—viz., 6 who had entered for one year, and 32 for two years. The total number trained since the opening of the College in 1884, was 111.

ANNUAL EXAMINATION OF TEACHERS, AND OF MONITORS OF 3RD AND 5TH YEARS.

Annual
Examina-
tions.

30. These Annual Examinations took place in July, 1887, at the various District Centres and at the local Training Colleges.

The number of Teachers examined was 1,184 from ordinary National Schools, and 9 from Model Schools, total 1,193; and of Monitors, 2,336 from Ordinary Schools, and 17 from Model Schools, total 2,353; there were 155 Pupil Teachers from Model Schools also examined, and 583 Queen's Scholars in residence in the Training Colleges; total 4,284.*

* In addition to this number there were 388 young persons examined as candidates for admission to the different Training Colleges—giving a gross total of 4,672 persons examined.

Number of Teachers.

31. We had in our service on 31st December, 1887, 7,950 Principal Teachers and 3,209 Assistants, making, in the whole, 11,159 classed Teachers, of whom 3,726 were trained. We had also in our service, at the same time, 539 Workmistresses and Industrial Teachers, 44 Junior Literary Assistants, 150 Temporary Assistants, and 27 Temporary Workmistresses.

The Conductors of 226 Convent and 3 Monastery Schools paid by capitation are not included in this return.

The number of teachers in the several classes on 31st December, 1887, was as follows:—

Class.	Principal.		Assistant.		Total.	Junior Assistants.	Workmistresses and Industrial Teachers.	Temporary Assistants		Temporary Workmistresses.
	Males.	Females.	Males.	Females.				Males.	Females.	
1 st .	236	158	21	28	1,403	.	.	.	.	.
1 st .	469	393	21	77		.	.	.	.	.
2 nd .	1,704	1,164	146	488	4,475	.	.	.	.	.
2 nd .	402	276	101	194		.	.	.	.	.
3 rd .	1,609	1,073	418	1,243	5,281	.	.	.	.	.
3 rd .	232	214	160	312		.	.	.	.	.
Total,	4,672	3,278	867	2,342	11,159	44	539	59	91	27
	7,950		3,909					150		
Grand Total,	11,919									

32. During the year 1887, there were 552 persons newly appointed as Principal or Assistant Teachers. We have received particulars as to the antecedents of these Teachers, of whom 243 were principals, and 309 assistants.

	Prin.	Assist.		
133	23	17	had been trained in Marlborough-st. Training College.	
	19	17	" " " " " "	
	20	12	" " " " " "	
	21	4	" " " " " "	
45	21	12	had been Pupil Teachers,	In Model National Schools.
	3	7	" Paid Monitors,	
	2	-	" Pupils only,	
34	60	162	" Paid Monitors,	In Ordinary National Schools.
	42	50	" Pupils only,	
40	11	22	" Paid Monitors,	In Convent National Schools.
	1	6	" Pupils only,	
	243	309		

33. During the year 1887,

93 Teachers retired on Pension.	4 Teachers entered Convents.
66 " " Gratuity.	3 " left for commercial pursuits.
64 " died.	1 Teacher was ordained.
59 " upon examination, failed to obtain classification.	1 " became a candidate for priesthood.
10 " were dismissed.	1 " became matron in a Training College.
38 " emigrated.	1 " became an Inspector's assistant.
63 " retired on getting married.	14 Teachers left—destination not known.
8 " left for collegiate pursuits.	
7 " left for domestic duties.	
5 " entered the Civil Service.	
Total,	469

Of these 469 Teachers, 153 had been trained.

PAID MONITORS.

34. The number of paid Monitors on the 31st December, 1887, was 2,129 Males, and 4,076 Females. Total, 6,205. There were also 130 pupil teachers in our Model Schools.

The following table gives the number of Monitors recognised, distinguishing year of service:—

STATUS.	Males.	Females.	Total.
1st year	481	862	1,343
2nd "	483	905	1,388
3rd "	551	1,041	1,592
4th "	363	727	1,090
5th "	251	541	792
Total,	2,129	4,076	6,205

Monitors of the first, second, and fourth years of service, are examined at the Results Examinations of their respective Schools; but at the end of their third and fifth years, Monitors are examined at the General Examinations held in July; those of the third year on a special paper of questions prepared for the purpose, and those of the fifth year on the same papers as those set to Teachers who are Candidates for third class.

The result of the July Examination, 1887, is shown in the following Table:—

	Examined.	Passed.	Per cent.
Third Year Monitors (examined in Special Papers),	1,399	1,112	80.3
Fifth " (examined in Third Class Papers),	1,064	816	77.4

LOCAL AID TO SCHOOLS.

Local emolument.

35. The following table, which excludes Workhouse, Lunatic Asylum, and closed Schools, and schools from which no returns were received, shows, in counties and provinces, the amount of local emoluments, exclusive of Rates, received in aid of

salaries of Teachers of 7,910 National Schools during the year 1887, with the average for each school, and for each pupil in daily attendance.

PROVINCES AND COUNTIES.	Payments by Pupils.			Subscriptions, &c., &c.			Total.	No. of Schools.	Average Daily Attendance.	Average per School.	Payment per unit of average attendance.									
	£	s.	d.	£	s.	d.					£	s.	d.	School Pence.	Subscriptions.	Total.				
ULSTER:																				
Armagh, . . .	12,257	2	3	1,579	7	5	13,836	9	7	612	45,682	22	12	3	5	4½	0	8½	6	0½
Armagh, . . .	2,766	2	8	1,466	12	3	4,232	14	11	236	15,365	16	16	1½	3	6½	1	10½	5	5
Cavan, . . .	2,971	13	4	968	12	0	3,939	5	4	269	12,014	10	15	8½	3	29½	1	5½	4	8½
Down, . . .	2,246	6	3	1,481	15	7	3,727	1	10	395	16,615	9	8	9½	2	8½	1	5½	4	5½
Down, . . .	6,750	19	16	1,744	5	3	8,494	5	1	457	23,330	18	11	9½	4	9	1	29½	5	11½
Fermanagh, . .	1,273	3	8	878	1	2	2,151	4	11	189	7,450	11	19	6½	3	2½	2	2½	5	4½
Londonderry, .	2,919	2	8	2,414	10	3	5,333	12	11	203	14,743	18	16	11½	3	11½	3	3½	7	2½
Monaghan, . .	1,474	2	0	950	14	4	2,424	17	0	172	9,668	14	1	10½	5	3	2	1	5	4
Tyrone, . . .	2,633	5	5	1,061	11	8	3,694	17	2	361	16,751	10	15	2½	3	4½	1	3	4	7½
Total, . . .	34,333	16	9	12,515	10	0	47,049	8	9	2,066	167,306	15	14	0½	4	1½	1	5½	5	7½
MUNSTER:																				
Clare, . . .	4,367	0	0	465	18	5	4,832	18	5	224	15,906	21	11	6	5	5½	0	7	6	0½
Cork, . . .	14,530	17	8	3,977	6	4	18,507	4	0	710	56,841	28	2	9	5	1½	1	4½	6	6½
Kerry, . . .	5,263	15	0	2,934	12	2	7,297	7	2	334	25,843	21	17	6½	4	6½	1	6½	5	7½
Limerick, . . .	4,989	4	3	1,307	1	0	6,296	5	3	248	20,180	25	7	0½	4	11½	1	3½	6	2½
Tipperary, . .	4,812	18	10	1,347	19	6	6,160	17	10	305	20,921	20	3	11½	4	7½	1	3½	5	11½
Waterford, . .	2,244	15	7	1,149	19	10	3,393	15	5	128	10,124	26	10	5	4	5	2	3½	6	8½
Total, . . .	36,249	11	4	10,282	16	9	46,532	8	1	1,949	149,717	23	17	6	4	10	1	4½	6	2½
LEINSTER:																				
Carlow, . . .	834	2	4	552	8	3	1,406	10	7	74	4,269	19	0	13	4	0	2	7	6	7
Dublin, . . .	6,421	1	7	4,556	16	3	10,977	17	10	263	28,291	40	16	2½	4	6½	3	2½	7	9
Kildare, . . .	1,343	15	10	575	5	8	1,918	1	6	100	5,807	19	11	9½	4	9½	1	11½	8	9
Kilkenny, . . .	2,610	13	2	1,081	4	7	3,691	17	9	173	10,435	17	17	5½	3	16½	2	0½	5	11
King's, . . .	1,351	10	3	632	12	9	2,083	3	0	111	6,656	19	13	6½	4	7½	1	11½	6	6½
Longford, . . .	1,102	11	0	481	15	3	1,583	6	9	160	5,596	16	8	11½	4	1½	1	8½	5	10½
Louth, . . .	1,429	6	8	637	7	6	2,066	14	2	98	6,067	21	1	9½	4	2½	1	9½	6	0
Meath, . . .	1,524	4	0	1,070	16	6	2,594	0	6	180	9,568	14	8	4	3	2½	2	2½	5	5
Queen's, . . .	1,320	1	4	596	3	0	1,916	4	4	116	6,645	16	10	4½	3	11½	1	9½	5	9½
Westmeath, . .	1,252	2	11	494	8	8	1,746	11	7	129	6,773	12	19	11½	3	0½	1	3	4	11½
Wexford, . . .	1,637	13	7	1,113	1	9	2,750	15	4	155	8,902	17	17	6½	3	8½	2	5½	6	1½
Wicklow, . . .	1,264	12	8	722	1	6	1,986	14	3	110	5,341	18	1	2½	4	4	2	5½	6	9½
Total, . . .	21,821	15	11	12,454	1	8	34,275	17	7	1,015	105,769	21	4	5½	4	1½	2	4½	6	5½
CONNAUGHT:																				
Galway, . . .	5,512	2	1	2,183	1	8	7,700	3	4	332	24,312	20	2	1	4	6½	1	9½	6	4
Leitrim, . . .	2,069	1	1	587	13	10	2,656	14	11	196	10,165	12	11	1½	4	0½	1	1½	5	2½
Mayo, . . .	5,482	13	9	1,603	8	4	7,085	2	1	347	26,006	20	8	5	4	2½	1	2½	5	5½
Sligo, . . .	5,290	6	10	477	2	10	5,767	9	8	226	13,929	16	10	5½	4	8½	0	8	5	4½
Sligo, . . .	2,083	2	3	729	3	11	2,812	6	7	186	11,627	18	8	7½	4	11½	1	3	6	2½
Total, . . .	19,237	6	3	5,585	10	2	24,822	16	7	1,330	86,039	18	7	8½	4	5½	1	3½	5	9
Defect, . . .	111,842	12	5	40,837	18	7	152,680	11	0	7,910	508,032	19	6	0½	4	4½	1	7½	6	0
Grand Total, . .	111,842	12	5	40,837	18	7	152,473	5	0	7,910	508,032	19	6	0½	4	4½	1	7½	6	0

* The Voluntary Contributions of Poor Law Guardians under the provisions of the Act 38 and 39 Vic. ch. 96, are not included in the above table.

† This sum excludes £2,717 15s. 2d., the value estimated by the managers, of free residences for the teachers, and £2,207 6s. 0d., portion of Model School fees payable into Her Majesty's Exchequer, but it includes £1,369 9s. 9d., the estimated profits of free gardens or farms.

The total amount actually received by the teachers in fees and subscriptions, and profits of garden, &c., was £150,473 5s. 0d.

This return shows an increase upon the previous year of £4,997 6s. 6d. in the school fees of the pupils, and of £510 8s. 0d. in the local subscriptions, &c., giving a total increase of £5,507 14s. 6d.

36. The next Table shows the amount of school-fees and subscriptions (including, except for the years 1885, 1886, and 1887, the value of free residences), and the amount of the contributions from local rates received by Teachers each year from 1875 to 1887.

Year.	School-fees and Subscriptions.			Contributions from Local Rates.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
1875, . . .	84,060	4	9	27,913	6	10	112,778	11	7
1876, . . .	107,685	12	5	50,499	19	6	138,185	11	11
1877, . . .	119,877	6	3	21,687	18	10	141,065	5	1
1878, . . .	125,420	2	0	16,791	0	11	142,211	2	11
1879, . . .	126,257	11	7	12,804	13	6	139,062	5	1
1880, . . .	131,816	12	6	8,524	6	7	140,140	19	1
1881, . . .	132,403	17	8	9,540	3	1	142,244	0	9
1882, . . .	134,386	2	1	11,906	7	1	146,292	9	2
1883, . . .	137,383	13	9	14,493	15	2	151,687	8	11
1884, . . .	145,091	9	10	11,956	18	6	157,358	8	4
1885, . . .	145,062	17	7	14,433	11	7	159,516	9	2
1886, . . .	147,172	16	6	16,639	0	6	163,862	6	0
1887, . . .	150,475	5	0	15,397	13	7	166,370	18	7

Other Local Contributions towards the support of the schools.

37. As the preceding return of local aid towards the incomes of the Teachers accounted for each year does not include the total amount of funds annually subscribed in aid of National Education by local parties, we have caused a Return to be prepared showing the total additional sums locally provided in aid of education in the year 1887. The amount subscribed was £64,599 7s. 1d., of which £38,652 14s. 1d. was applied to the erection of new buildings, additions to school premises, &c., and £25,946 13s. 0d., repairs, improvements of house and furniture, school prizes for encouragement of pupils' attendance, &c.

RESULTS FEES.

Results fees.

38. Under the original regulations Results Fees were payable as follows:—

- (a) To schools in contributory Unions (under the Act 38 and 39 Vict., cap. 96), the full amount in the proportion of two-thirds from the Imperial grant to one-third contributed from the local rates;
- (b) To schools in non-contributory Unions one-third only of the full amount that would be payable if schools were in contributory Unions.

CONTRIBUTORY UNIONS.

21 Contributory Unions.

39. Out of the 161 Poor Law Unions of Ireland only 21 Unions became contributory during the year ended 31st March, 1888. The number of schools examined by Inspectors and in which Results Fees were paid in those Unions, was 1,194. The amount the teachers

received out of the rates contributed by the Unions during that period was £15,897 13s. 7d.

The total amount of the Parliamentary Grant paid in Contributory Unions was £32,386 5s. 5d.

NON-CONTRIBUTORY UNIONS.

40. In December, 1881, we received the sanction of the Lords of Her Majesty's Treasury for payment of Contingent Results Fees to Schools in Non-Contributory Poor Law Unions, on the simple condition that for every penny of contingent fees claimed from the State, a penny shall be locally subscribed. 140 Non-Contributory Unions.

This regulation for payment of the Contingent Fees—penny for penny with the local aid—applied to all Schools in Non-Contributory Unions examined on or after the 1st April, 1881.

There were 140 Unions of which the Guardians declined to become contributory for the year 1887-8 under the Act. The number of schools situated in these Unions, and in which Results Fees were paid, was 6,639.

In 5,914 of these schools, the local aid contributed was sufficient to secure payment of *both moieties* of Results Fees. In 707 schools the local aid was sufficient to secure payment of the first moiety, and part only of the second; and in 18 schools we were able to pay only one moiety of the results fees earned. Of these 14 were schools in which no local aid was realized, and 4 were schools for which the necessary certificates were not perfected within the year. In 7 schools results fees were cancelled by order of the Board for serious irregularities.

The actual amount of money locally provided in non-contributory Unions, according to the managers' certificates, was £127,515 6s. 4d.

41. The advantage gained by the teachers is not to be estimated only by the amount directly obtained from the Imperial Exchequer. By stimulating local effort in support of the schools the local aid obtained by the teaching staff employed in National Schools has gradually increased, as may be seen from a comparison of the total school-fees and subscriptions contributed in this and previous years, as given in paragraph 36. Other local aid, schools, fees, &c.

42. Of unconditional Results Fees, £104,997 6s. 11d., and of Contingent Results Fees, £103,832 10s. 9d. were paid within the financial year, making the total Results Fees paid from the Imperial Exchequer £208,829 17s. 8d., to which, as Results payments from the rates of contributory Unions, must be added £15,897 13s. 7d., or a total of £224,727 11s. 3d. of Results fees paid to the Teachers. Results fees paid

TOTAL PAYMENT TO SCHOOL STAFF.

43. The total amount paid in Salaries, Results Fees, Premiums, Gratuities, and contributions from Rates, in the twelve months ended the 31st March, 1888, to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model School Staffs, and Organizing Teachers—was £747,328 16s. 2d. Total amount of salaries, gratuities &c., paid 1887-8.

47. The following results have been ascertained through individual examination of the pupils of National Schools by the Inspectors at their annual inspections:—

I.—The total number of schools examined for Results within the twelve months ended 31st December, 1887, by the Inspectors, and for which we have been able to tabulate the following particulars, was 8,028, viz. :—

No. of Ordinary schools examined,	7,743
" Model Schools (separate departments),	84
" P. L. Union Schools (Fees payable by the Guardians, at their discretion),	157
" Evening Schools,	44

(a.) Number of pupils who attended once or oftener within the last fourteen days of Results year :—

Males, 353,237; Females, 362,503; Total, 715,740.

(b.) Number of pupils qualified by attendances for presentation at examination :—

Males, 279,638; Females, 292,223; Total, 571,861.

(c.) Number who were present and examined on day of inspection for Results :—

Males, 269,047; Females, 281,792; Total, 550,839.

(d.) The average daily attendance, as already stated, for twelve months ending 31st December, 1887, was—

Males, 254,032; Females, 261,356; Total, 515,388.

48. The following figures show the number of pupils examined and the number who passed at the Results Examinations:—

GRADES.	Number Examined.	Number Passed.	Percentage Passed.
Infants,	108,757	101,050	93·0
First Class,	91,851	76,233	83·0
Second Class,	91,946	74,663	81·2
Third Class,	84,368	66,151	78·4
Fourth Class,	65,506	46,949	71·7
Fifth Class (1st stage),	45,771	34,349	75·0
Fifth Class (2nd stage),	29,373	23,391	79·6
Sixth Class,	33,267	24,447	73·5
Total,	550,839	447,238	81·2

Percentage of pupils examined in each class to the total number examined in all the classes:—

Percentage in Infants' grade,	19·7	Class V. (1st stage),	8·3
Class I.,	16·7	Class V. (2nd stage),	5·4
Class II.,	16·7	Class VI.,	6·0
Class III.,	15·3		
Class IV.,	11·9		100·0

The per-centages of passes to the number of pupils examined in 1887 and in 1886 were:—

Subject.	1887.	1886.	Subject.	1887.	1886.	Subject.	1887.	1886.
Reading, .	93.7	93.6	Grammar, .	61.2	60.7	Book-keeping, .	65.2	65.4
Writing, .	90.3	86.0	Geography, .	72.7	72.0	Music, .	80.4	79.8
Arithmetic, .	82.7	83.8	Agriculture, .	60.7	60.2	Drawing, .	75.6	77.1
Spelling, .	88.9	84.5	Needlework, .	83.9	95.2	Other Extras, .	78.6	73.0

GENERAL ABSTRACT OF ANSWERING.

CLASSES.	No. of Pupils examined for Results For in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results For in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
READING.				GRAMMAR.			
Class I., .	91,851	85,813	93.4	Class III., .	81,368	61,576	72.9
" II., .	91,946	84,682	92.1	" IV., .	65,506	42,691	65.2
" III., .	84,368	78,460	93.0	" V., .	45,771	28,671	62.4
" IV., .	65,506	61,450	93.8	" VI., .	29,373	19,991	67.9
" V., .	45,771	43,743	95.6	" Total, .	33,267	25,283	76.0
" VI., .	29,373	23,702	80.7				
" Total, .	33,267	31,505	94.7				
Total, .	442,082	414,335	93.7				
WRITING.				GEOGRAPHY.			
Class I., .	91,851	87,568	95.3	Class III., .	84,368	65,156	77.2
" II., .	91,946	87,784	95.5	" IV., .	65,506	47,345	72.3
" III., .	84,368	82,690	97.8	" V., .	45,771	31,606	69.0
" IV., .	65,506	63,449	96.9	" VI., .	29,373	19,772	67.1
" V., .	45,771	43,784	95.7	" Total, .	33,267	23,932	71.9
" VI., .	29,373	28,718	97.8				
" Total, .	33,267	32,541	97.8				
Total, .	442,082	425,929	96.3				
ARITHMETIC.				AGRICULTURE.			
Class I., .	91,851	80,111	87.2	Class IV., .	29,114	16,112	55.3
" II., .	91,946	80,833	87.9	" V., .	21,011	12,538	59.6
" III., .	84,368	69,618	82.5	" VI., .	13,724	8,838	64.4
" IV., .	65,506	49,205	75.1	" Total, .	14,187	8,796	61.6
" V., .	45,771	38,258	83.6				
" VI., .	29,373	24,103	82.2				
" Total, .	33,267	25,444	76.5				
Total, .	442,082	365,534	82.7				
SPELLING.				BOOK-KEEPING.			
Class I., .	91,851	82,474	89.8	Class V., .	12,878	8,456	65.6
" II., .	91,946	78,720	85.4	" VI., .	8,690	5,440	62.7
" III., .	84,368	66,822	79.2	" Total, .	8,323	5,585	67.1
" IV., .	65,506	43,377	66.2				
" V., .	45,771	37,849	82.7				
" VI., .	29,373	23,569	80.3				
" Total, .	33,267	30,845	92.7				
Total, .	442,082	370,756	83.9				
				NEEDLEWORK.			
				Class II., .	42,728	39,491	92.4
				" III., .	40,111	37,358	93.1
				" IV., .	31,598	29,024	91.8
				" V., .	22,334	21,316	95.4
				" VI., .	14,149	13,474	95.2
				" Total, .	17,566	16,854	96.0
				Total, .	168,421	158,297	93.9

OPTIONAL AND EXTRA SUBJECTS.

Music (Optional) taught in 1,033 Schools.				Drawing (Extra) taught in 789 Schools.			
—	No. Ex- amined.	No. of Passes.	Per- centage.	—	No. Ex- amined.	No. of Passes.	Per- centage.
Class II.,	15,962	12,552	78.6	Class III.,	10,786	7,737	71.7
III.,	16,861	13,760	84.1	IV.,	9,647	7,025	72.8
IV.,	13,064	10,115	77.5	V.,	7,389	5,656	76.6
V.,	9,401	7,523	80.0	VI.,	5,165	4,146	80.3
VI.,	6,067	5,093	83.9	VII.,	6,368	5,321	83.6
VII.,	6,922	5,410	78.2				
Total,	67,767	54,453	80.4	Total,	59,355	49,885	75.0

EXTRA SUBJECTS—continued.

SUBJECT.	Number of Schools.	TOTAL.		SUBJECT.	Number of Schools.	TOTAL.	
		No. Ex- amined.	No. of Passes.			No. Ex- amined.	No. of Passes.
1. Geometry, &c.,	1,597	7,610	5,357	14. Sewing Machine, and Cutting-out,	950	10,338	9,472
2. Algebra,	1,876	12,742	8,134	15. Girls' Reading Book,	719	7,979	5,138
3. Trigonometry, &c.,	22	45	30	16. Cookery,	29	774	719
4. Mechanics,	9	16	10	17. Management of Poul- try, and Domestic Economy,	12	209	196
5. Light and Sound,	2	63	55	18. Instrumental Music,	125	1,025	937
6. Magnetism and Elec- tricity,	5	40	30	19. Chemistry,	2	13	13
7. Botany,	3	130	108	20. Handicraft,	6	90	74
8. Heat & Steam Engine,	2	8	4	21. Hydrostatics, &c.,	2	61	50
9. Physical Geography,	818	6,809	4,357	22. Dairy Management,	1	43	42
10. Latin,	39	248	178				
11. Greek,	11	49	43	Total No. of Passes,	-	-	36,276
12. French,	107	1,241	1,000				
13. Irish,	38	754	540				

For most of these extra subjects results fees are paid in Primary Schools by the State, in Great Britain as well as in Ireland. The money value of the passes gained in Extras (excluding drawing and Kindergarten) was £8,709 18s.; of this sum £3,347 15s. represented the value in Geometry and Algebra; £630 in Latin, Greek, French, and Irish; £1,089 5s. in Physical Geography, and £3,315 3s. in branches exclusive of Needlework, for Females only. The remainder, £327 15s., was spread over the other subjects.

The money value of the passes gained in Vocal Music, Drawing, and Kindergarten, for the year was £11,737 0s. 6d.

KINDERGARTEN.

49. During the year special encouragement was given, with the sanction of the Lords of Her Majesty's Treasury, to the instruction of children in organized Infants' National Schools and organized Infants' Departments of Female National Schools, according to the Kindergarten system. The additional fee of 2s. per pupil previously paid on the results examination of children in the Infants' Grade has been extended to pupils of the 1st, 2nd, and 3rd Classes in these Schools and Departments.

The number of schools in which Kindergarten was taught was 144, the number of pupils examined was 17,820, and the number of passes secured was 17,541.

COMPARATIVE VIEW.*

Com-
parative
view of
proficiency.

50. The per-centages of passes gained in Reading, Writing, and Arithmetic in each of the last four years, are set forth in the following table:—

	1887.	1886.	1885.	1884.
Reading,	93.7	93.6	93.4	93.5
Writing,	96.2	96.0	95.8	95.8
Arithmetic, . . .	82.7	82.3	80.7	78.8

BOOKS AND REQUISITES.

Books and
Requisites.

51. The amount received for books, school requisites, and apparatus, sold at *first cost prices* to National Schools in 1887-8, was £32,989 7s. 11d. The number of orders was 25,080, and the average amount of each order £1 6s. 3½d.

52. The value of requisites and apparatus granted as Free Stock in 1887-8, including School Account Books, was £2,934 0s. 9d. The number of Grants was 453.

AGRICULTURE.

School
Farms, &c.

53. The total number of School Farms in connexion with Ordinary National Schools on the 31st December, 1887, was 55. The total number of pupils examined in Agriculture in this class of schools, within the results year, was 863, of whom 613 passed in the agricultural programme.

We had also 28 schools having School Gardens attached, for the management of which, and for the agricultural knowledge displayed by the pupils, we granted special agricultural fees, upon the reports of the District Inspectors. The number of pupils examined in the School Gardens was 507, of whom 390 passed.

As set forth in the table at page 26, there were 78,036 pupils examined in the Agricultural Class Books by the District Inspectors in the Ordinary National Schools at their Results Examinations, of whom 47,334 passed.

The total number of pupils examined in Agriculture during the year 1887 (including the pupils of Ordinary Agricultural Schools and School Gardens, referred to above), was accordingly 79,406, of whom 48,337 gained passes and results fees for their teachers, for their proficiency in that branch.

DAIRY MANAGEMENT.

Dairy
Management.

54. The results from the establishing of dairy instruction at our Model Agricultural institutions have continued satisfactory.

Two sessions for dairy instruction, for young women, were held during the year at the Albert Farm, Glasnevin, at which 41 pupils attended. The Royal Dublin Society continued its aid by contributing prizes for successful pupils at the examinations which were held at the close of the sessions. A variation in the allocation of prizes was made which appears to work satisfactorily. Instead of offering large money prizes, scholarships, entitling the holder to a free place at a subsequent session, are substituted.

Considering the importance of dairy education, we deemed it advisable to continue sessions of dairy instruction to young men at the Albert Institution.

At the Munster Model Agricultural and Dairy National School, Cork, the facilities for dairy instruction have been increased. The following numbers of female students attended:—

At the first session, 5th January to 2nd March, 1887,	.	.	.	81
" second " 24th March " 18th May, "	.	.	.	30
" third " 25th May " 20th July, "	.	.	.	22
				<hr/> 83

The co-operation of the Local Committee has been attended with excellent results, and we continue to receive assurances of the value of the instruction given at this Institution in the improvement of the dairy produce of the districts in which its students settle.

TEACHERS' RESIDENCES.

55. The number of applications received in 1887 for loans to provide Teachers' Residences was 93, of which 91 were approved.

The total number of applications since 1875 for loans was 655, of which 616 were favourably entertained. The number of applications for grants for residences in connexion with Vested Schools was 101, of which 67 were aided.

Residences for Teachers.
28 & 29
Vic., c. 52;
42 & 43
Vic., c. 74;
47 & 48
Vic., c. 45.
Rule 249.

56. The number of free residences, throughout Ireland, provided without aid from the State (exclusive of Convent, Monastery, Model, and Workhouse National Schools), is 1,305.

TEACHERS' PENSION ACT.

57. From a statement received from the Teachers' Superannuation Office, it appears that the number of teachers connected with the Pension Fund in the year ended the 31st December, 1887, was 10,645. The amount paid in 1887 in pensions was £21,531 19s. 6d., and in retiring gratuities, £6,559 1s. 0d.

Pensions for Teachers.

In addition to the above amount paid to Teachers under the Pensions Act, there was, as stated at paragraph 43, page 24, the sum of £586 19s. 0d., granted from the Parliamentary Funds to Teachers who did not join the Pension Scheme.

VACANCIES IN THE BOARD.

In the year 1887, the Commissioners had to deplore the loss of four eminent members of the Board, three of them unhappily by the death of His Grace the Duke of Leinster, Mr. Justice Lawson and Mr. Recorder Ross, and the fourth by the resignation, in consequence of ill-health, of the Rev. Dr. Morell.

Vacancies in Board.

His Grace the Duke of Leinster occupied a seat at the Board for forty-six years, and during that long period, was ever distinguished by an unabating devotedness to his duties. With every Department of Public Education—University, Intermediate, and Primary—His Grace was, from time to time, intimately connected; but the National system of Primary Education was always his first concern and, in the interests of his country, his greatest hope.

Mr. Justice Lawson and Mr. Recorder Ross were earnest and valued members of the Board; and the Rev. Dr. Morell, so long as his health sustained him, was indefatigable in his efforts to promote popular education, not only as a Commissioner but also as Patron and Manager of National schools.

59. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Fifteenth day of May, One Thousand Eight Hundred and Eighty-eight.

SEAL.

(Signed),

JOHN E. SHERIDAN, }
M. FITZGERALD, } *Secretaries.*

TABLE showing the RESULTS of the INSPECTION and EXAMINATION of NATIONAL SCHOOLS in IRELAND, for the year ending 31st December, 1887.

STATISTICS for Ireland arranged for comparison with similar Returns for Great Britain.

Population.	Accommodation.		Number of School children inspected.	Attendance.				Average Attendance.				Number present at Inspection (all).				Proficiency of Children 7 years of age and above.						
	Total Population (Census, 1881, Irish males.)	School accommodated (a-b)		School accommodated (c-d)	Number of scholars on the books within last fourteen days of Inspection Year.		Total.		Total.		Total.		Total.		Percentage of Pupils in Class I.		Percentage of Pupils in Class II.					
					Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	No. Examined.	No. Passed.	No. Examined.	No. Passed.						
4,111,336	930,007	—	794,303	9,028	712,743	253,237	459,506	408,810	304,932	607,742	516,477	486,449	557,263	504,135	330,682	431,765	10,481	28,8				
Proficiency of Children 7 years of age and above—(continued).																						
Percentage of Pupils in																						
Class II.					Class III.					Class IV.					Class V.				Class VI.			
No. Examined.	Reading.	Writing.	Arithmetic.	No. Examined.	Reading.	Writing.	Arithmetic.	No. Examined.	Reading.	Writing.	Arithmetic.	No. Examined.	Reading.	Writing.	Reading.	Writing.	Arithmetic.	Arithmetic.				
91,068	871	907	879	61,303	879	907	879	41,906	379	379	379	75,144	584	505	807	21,507	947	717				
Percentage of Pupils in																						
Class II.					Class III.					Class IV.					Class V.				Class VI.			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			
Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in					Percentage of Pupils in				Percentage of Pupils in			

STATEMENT OF ACCOUNT

FROM

1ST APRIL, 1887, TO 31ST MARCH, 1888,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

The following STATEMENT of ACCOUNT will show the FUNDS at the disposal of the COMMISSIONERS in 1887-88, and how they have been distributed :—

	£	s.	d.
The balance on 1st April, 1887,	14,859	10	4
Parliamentary Grant for 1887-88,	874,051	0	0
Model Schools :—			
School Fees received from Pupils attending Model Schools, a portion of which (£3,274 9s. 5d.) is included in the payments made by the Commissioners to the Teachers of these Schools, and the remainder (£2,207 6s. 0d.) is passed to Her Majesty's Exchequer,	5,481	15	5
Agricultural Establishments :—			
Amount received by the Commissioners in Students' Fees and for Sales of Farm Produce at their Model Farms (for this kind of receipt credit is taken in preparing the annual estimates as a set-off against the expenditure), viz.:			
Albert Establishment (Glarnerin) :			
Students' Fees, . . . £323 0 0			
Farm Produce, . . . £2,832 0 6			
	£3,155	0	6
Munster Establishment, Cork :			
Students' Fees, . . . £301 6 0			
Farm Produce, . . . £918 10 0			
	£1,219	16	0
	4,374	16	6
Book and School Apparatus Department :—			
Amount received for Books and other School Requisites sold to National Schools, payable to Her Majesty's Exchequer, exclusive of £15 4s. 6d. returned to Managers,	32,999	7	11
Miscellaneous Receipts, payable to Her Majesty's Exchequer,	207	13	11
Private Contribution Fund :—			
Dividends on Legacies and Donations (private contributions) invested in Government Securities,	394	16	9
Income Tax deductions, payable to Inland Revenue Department,	1,351	18	4
Received for Requisites on account of Her Majesty's Stationery Office,	21	12	5
Sundry repayments of moneys due to the account of the vote of previous year (1886-87),	357	5	4
Contributions from Rates by the Guardians of Poor Law Unions, in aid of Results Fees to Teachers of National Schools,	16,272	6	11
Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879,	2,029	14	4
Deposit Fees by Students,	218	0	0
Carried forward,	£959,709	18	2

The EXPENDITURE during the year was as follows:—

		£	s.	d.	£	s.	d.
OFFICE IN DUBLIN:							
1. Salaries and Wages,	.	25,031	15	8			
2. Travelling Expenses,	.	242	6	2			
3. Legal Expenses,	.	26	4	0			
4. Rent,	.	115	7	8			
5. Incidental Expenses,	.	154	1	1			
					25,569	14	7
INSPECTION:							
1. Salaries,	.	30,012	8	9			
2. Travelling and Personal Allowances,	.	11,930	18	1			
					41,963	6	10
TRAINING:							
Marlborough-street Training College,	.	7,514	12	7			
Training Colleges, under local management,	.	15,598	12	5			
					23,113	5	0
MODEL SCHOOLS:							
1. Central,	.	*5,011	2	2			
2. Metropolitan,	.	*2,600	13	3			
3. District,	.	*19,665	9	7			
4. Minor,	.	*5,509	5	4			
5. Retiring Gratuities to Model School Teachers,	.	260	14	3			
					33,053	4	7
ORDINARY NATIONAL SCHOOLS:							
1. Principal and Assistant Teachers— Salaries, £420,420 9s. 4d., Principal and Assistant Teachers— Results, £204,251 0s. 6d.,	}	624,671	9	10			
2. Workmistresses,		6,839	12	8			
3. Good Service Salaries,	.	2,291	10	7			
4. Monitors,	.	54,598	8	6			
5. Training Monitors, &c.,	.	11,831	6	8			
6. Travelling Expenses—Teachers' and Monitors' Examination,	.	1,011	3	9			
7. Organizing Teachers,	.	338	0	3			
8. Retiring Gratuities,	.	326	4	9			
9. Incidental Expenditure,	.	94	17	0			
10. Repayment to General Post Office of Commission to Local Postmasters,	.	180	8	7			
					702,233	2	7
Carried forward,		—			825,932	13	7

* Including the portion of the School Fees (see p. 34), appropriated towards payment of the Teachers.

EXPENDITURE during the year—continued.

	£	s.	d.	£	s.	d.
Brought forward,	—	—	—	825,932	13	7
AGRICULTURAL ESTABLISHMENTS :						
General Superintendence and Inspection,	560	18	3			
Albert Agricultural Training Institution,	2,460	12	10			
Farms and Gardens,	2,652	6	8			
Munster Agricultural Training Institution,	697	9	4			
Farm,	1,218	18	2			
Agricultural Schools,	315	12	9			
Gardens,	56	16	10			
Experiments on the Potato,	—	—	—	7,962	14	10
BOOK AND SCHOOL APPARATUS DEPARTMENT :						
Purchase of Books and other requisites,	38,844	15	2			
Wages of Packers, &c., &c.,	658	19	10			
				39,503	15	0
Mortgages of Rentcharge of Teachers' Residences repaid to Managers by Commissioners,	—	—	—	1,528	13	11
Payments to Her Majesty's Stationery Office of amount of Sales of Account Books, Commissioners' Rules, and Reports, &c., to Managers,	—	—	—	34	9	7
Private Contribution Fund, Payments to Schools from,	—	—	—	317	8	0
INCOME TAX :						
Payments to Inland Revenue Department of deductions for Income Tax,	1,405	7	7			
Amount refunded on Claims,	17	1	7			
				1,422	9	2
Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879,	—	—	—	3,029	14	4
Rates Contributions in aid of Results Fees, Payments to Teachers from,	—	—	—	16,008	18	9
Including £111 4s. 2d. amount of Lapsed Money Orders re-issued.						
PAYMENTS TO HER MAJESTY'S EXCHEQUER :						
Amounts received on Sales of Books and other School Requisites, exclusive of £18 4s. 6d. returned to managers,	33,847	17	10			
Amount of unappropriated balance of Fees received from Model School Pupils,	2,000	0	0			
Amount of Miscellaneous Receipts,	223	9	2			
Balance of Parliamentary Vote of 1886-87 surrendered,	4,361	3	7	40,432	10	7
Balance on 31st March, 1888,				17,536	10	5
Total,				959,709	18	2

NOTE A.—The following Table shows the amount of School Fees received from Pupils in the Model Schools severally, and also the Expenditure on each School. Under head of Salaries and Allowances are included the amounts apportioned to Principal and Assistant Teachers out of the Fees paid by the Pupils:—

Name of Model School.	Average Daily Attendance.	Receipts in Fees.	Expenditure (including a portion of School Fees).			
			Salaries, Results Fees, and Allowances for Board, &c., of Pupil Teachers.	General Expenditure, Books, Rent, Serrants' Wages, &c.	Total.	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Central, . . .	1,361	1,669 16 6	4,708 9 2	302 13 0	5,011 2 2	
West Dublin, . .	307	150 19 4	1,116 14 1	102 19 3	1,219 13 4	
Glannevin, . . .	88	39 8 4	302 4 0	45 8 9	347 12 9	
Inchicore, . . .	329	151 4 7	1,008 16 2	35 11 0	1,043 7 2	
Athy, . . .	83	65 4 2	310 1 3	67 10 9	377 12 0	
Ballisbore, . . .	66	41 3 10	547 19 11	63 12 8	613 12 7	
Ballymena, . . .	290	172 7 0	376 5 6	30 1 8	1,056 7 2	
Belfast, . . .	945	929 14 7	3,675 7 4	493 9 3	4,168 16 7	
Clonmel, . . .	111	115 12 2	527 4 2	113 1 9	640 5 11	
Coleraine, . . .	214	151 8 8	833 2 8	102 17 2	935 19 10	
Cork, . . .	432	429 3 5	1,716 18 7	282 12 4	1,998 10 11	
Dunmurry, . . .	270	96 0 2	1,000 13 2	108 1 10	1,106 15 0	
Eaniscorthy, . .	82	55 0 2	318 0 6	67 18 11	385 19 5	
Eaniskillen, . .	186	150 9 5	728 1 5	148 10 10	876 12 3	
Galway, . . .	92	39 7 8	454 3 9	110 13 6	564 17 3	
Kilkenny, . . .	76	62 4 10	389 11 10	122 4 3	511 16 1	
Limerick, . . .	159	115 13 10	665 14 0	109 14 4	775 8 4	
Londonderry, . .	300	237 2 0	1,105 4 3	202 7 3	1,307 11 6	
Newry, . . .	218	182 0 4	950 17 8	98 11 5	1,049 9 1	
Newtownards, . .	260	168 1 1	1,002 16 2	147 6 0	1,150 2 2	
Sligo, . . .	160	114 6 3	643 18 7	158 0 5	801 19 0	
Trim, . . .	105	48 17 10	409 9 7	68 5 0	477 14 7	
Waterford, . . .	157	158 10 8	623 19 6	151 0 5	774 19 11	
Ballymoney, . .	232	138 13 8	804 7 0	51 5 8	855 12 8	
Carriekfergus, . .	212	157 13 3	715 12 6	79 8 6	795 1 0	
Lurgan, . . .	318	188 18 6	945 1 2	84 13 4	1,029 14 6	
Monaghan, . . .	238	138 0 11	692 9 10	68 0 7	760 10 5	
Newtownstewart, .	164	91 6 8	473 2 7	41 15 7	514 18 2	
Omagh, . . .	315	216 10 8	1,079 16 10	64 17 2	1,144 14 0	
Parsonstown, . .	118	71 14 10	367 13 6	41 1 1	408 14 7	
		7,858	5,481 15 5	29,176 16 8	3,615 13 8	32,792 10 4
Deduct School Fees, {		Amount paid to Teachers, £3,274 9 5 } Balance passed to Exchequer, 2,207 6 0 }				5,481 15 5
		Net Cost,				27,310 14 11

NOTE B.—The Receipts for Sales of Farm Produce, &c., at each of the two Model Farms under the management of the Board, and the Expenditure thereon in 1887–88, were as follows:—

Name of Farm.	Receipts from Pupils' Fees and for Sale of Farm Produce.	Expenditure on Farms, and Training of Students.		
		Working Expenses of Farm, Live-Stock, &c.	Maintenance of Agricultural Students, and Salaries of Agriculturists, &c.	Total Cost of Farms and Training Institutions.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Albert,	3,155 0 6	2,652 6 8	2,480 12 10	5,112 19 6
Manster,	1,219 16 0	1,218 18 2	697 9 4	1,916 7 6
	4,374 16 6	3,871 4 10	3,158 2 2	7,029 7 0
Deduct Farm Expenses, .	3,871 4 10	Deduct Farm Receipts, .		4,374 16 6
Excess of Farm Receipts,	503 11 8	Net Cost, Farms and Institutions,		2,634 10 6

NAMES OF THE COMMISSIONERS
OF
NATIONAL EDUCATION IN IRELAND,
ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS,
ON
31st DECEMBER, 1887.

	Year of Appointment.
HON. MR. JUSTICE O'HAGAN,	1861
Right Hon. LORD FITZGERALD,	1864
JAMES WILLIAM MURLAND, Esq., A.M.,	1865
Right Hon. LORD CHIEF JUSTICE SIR MICHAEL MORRIS, Bart.	1868
Rev. JOHN H. JELLET, D.D., Provost of Trinity College, Dublin	1868
Right Hon. Viscount MONCK, G.C.M.G.,	1871
Right Hon. Sir PATRICK J. KERNAN, K.O.M.G., C.B., Resident Commissioner,	1871
Sir ROBERT KANE, LL.D., F.R.S.,	1875
Right Hon. W. H. F. COGAN, D.L.,	1880
EDMOND G. DEASE, Esq., D.L.,	1880
Rev. HUGH HANNA, D.D.,	1880
Right Hon. LORD JUSTICE FITZGIBBON,	1884
Right Hon. LORD JUSTICE NAISH,	1885
C. T. REDINGTON, Esq., D.L.,	1886
W. H. NEWELL, Esq., LL.D., C.B.,	1886
J. MALCOLM INGLIS, Esq., J.P.,	1887
Rev. J. W. WHIGHAM, D.D.,	1887
[Three vacancies.]	

N.B.—The Appendix to this Report is in course of preparation.

DUBLIN: Printed for Her Majesty's Stationery Office,
By ALEX. THOM & Co. (Limited), 27, 28, & 29, Abbey-street.
The Queen's Printing Office.

APPENDIX
TO THE
FIFTY-FOURTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1887.

Presented to both Houses of Parliament by Command of Her Majesty.



DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY
ALEXANDER THOM & CO. (LIMITED),

And to be purchased, either directly or through any Bookseller, from
EYRE and SPOTTISWOODS, East Harding-street, Fetter-lane, E.C., or 32, Abingdon-street,
Westminster, S.W.; or ADAM and CHARLES BLACK, 6, North Bridge, Edinburgh; or
HODGKINS, FROGGS, and Co., 104, Grafton-street, Dublin.

1888.

[C.—5406.—I] Price 3s.

CONTENTS.

APPENDIX A.

Rules and Regulations of the Commissioners of National Education in Ireland (with Appendix),	Page 1
(See Index, pp. 132-174.)	

APPENDIX B.

Comparative Table showing for Ireland from 1880 to 1887 inclusive:—(a.) the Population; (b.) the Accommodation provided for Pupils; (c.) the Number of Schools Inspected; (d.) the Attendance; (e.) the Numbers Present at Inspection; (f.) the Proficiency in Reading, Writing, and Arithmetic of the Pupils in each Class; and (g.) the Number of certificated Teachers and of Monitors and Pupil-teachers,	173
---	-----

APPENDIX C.

List of Inspectors of National Schools (Head, District, and Agricultural), and Inspectors' Assistants, on 1st January, 1888,	176
--	-----

APPENDIX D.

General Reports on the State of Education in their several Districts in 1887. By Head Inspector Seymour on the Londonderry Group of Districts, by Head Inspector Newell on the Athlone Group of Districts; and by District Inspector MacNamara (Letterkenny), Starrit (Ballymena), McClinton (Donagh), Moran (Belfast, North), Gordon (Belfast, South), Rodgers (Armagh), Warner (Ballinamore), Downing (Galway), Barrett (Ballinasloe), Bateman (Listowel), MacDonnell (Athy), Keenan (Kilkenny), Sullivan (Limerick), Loughman (Rathkeale), Brown, W. A. (Mallow), Bently (Bantry), and Pedlow (Dunmanway); also a General Report on the Model Farms, and Agricultural Schools, by the Superintendent of the Department, Mr. Carroll. A Report on the Marlborough-street Training College and Central Model Practising Schools by the Superintendents; and a Joint Report by Head Inspector J. Molloy and District Inspector Parmer, on the Local Training Colleges and Practising Schools,	177
---	-----

APPENDIX E.

Literary Classification of the Pupils who attended once or oftener within the last fourteen days of month preceding Results Examinations,	335
---	-----

APPENDIX F.

SUMMARIES OF TABLES RETURNED BY THE DISTRICT INSPECTORS IN THEIR ANNUAL STATISTICAL REPORTS, 1887-8:	
(1.) Classification of Schools as to Cleanliness of Out-offices—School-rooms—Children,	338
(2.) Classification of Schools with regard to Building, Repairs, &c.—Furniture and Apparatus—Premises, Playgrounds, &c.—Out-offices—Space Accommodation—Supply of Books and other Requisites,	340

APPENDIX G.

Information as to the working of the Pension Act,	342
(1.) The Eighth Year of the operation of the Act,	342
(2.) The Numbers on the Pension Establishment under the Act,	342
(3.) Number of Model School Teachers who have availed of the Supplemental privileges,	342
(4.) Pensions granted,	343
(5.) Age Statistics,	344

APPENDIX H.

I. List of Schools on the Suspended List on 31st December, 1887,	345
II. List of Model School Departments amalgamated,	347
III. List of Schools to which Building Grants had been awarded, but which were not in operation at the end of 1887,	347
IV. List of Building cases brought into operation during 1887,	353
V. List of Non-vested Schools taken into connexion during 1887,	356
V. General Summary of Operation, Building, and Suspended Schools in connexion on 31st December, 1887,	357

	Page
VI. List of Schools for which Building Grants were sanctioned during 1887,	358
VII. List of Struck-off Schools restored to Roll during 1887,	361
VIII. List of Suspended Schools re-opened during 1887,	361
IX. List of Schools placed on the Suspended List in 1887,	361
X. List of Non-vested Schools struck off the Rolls during 1887,	362
XI. List of Building Grants cancelled during 1887,	364

APPENDIX L.

I. List of Workhouse Schools on 31st December, 1887,	365
II. List of Schools attached to Lunatic Asylums on 31st December, 1887,	368
III. List of Convent and Monastery Schools on 31st December, 1887 (distinguishing mode of payment),	369
IV. List of Island Schools on 31st December, 1887,	375
V. List of Industrial Schools (under the Act), recognised in connexion with National Schools on 31st December, 1887,	375
VI. List of Evening Schools in connexion on 31st December, 1887,	376
VII. List of Schools in connexion with which grants for Teachers' Residences have been made,	377
VIII. List of Schools having special grants of salary in aid of Industrial Instruction,	377

APPENDIX K.

Agricultural Schools on 31st December, 1887:—

I. Agricultural Schools under the Exclusive Management of the Board,	379
II. Agricultural Schools under Local Management,	379
III. School Gardens attached to National Schools,	380

APPENDIX L.

I. List of Building Applications aided during the year 1887, with Tabulation showing the Progress towards Erection of the School-houses, from date of reference to Board of Public Works to report on Site, as described in Lease Queries, till transmission of Plans to Applicant,	381
II. List of Vested Schools to which Grants of Improvements were made during 1887, with Tabulation showing the Progress made in the executing of the Works, from the time of referring case to Board of Public Works for estimate till Plans, &c., were transmitted to Manager,	385

APPENDIX M.

List of School Teachers to whom Carlisle and Blake Premiums were awarded for 1887,	387
--	-----

APPENDIX N.

Questions proposed at Examinations of Teachers and Monitors, July, 1887:—

I. Masters,	388
II. Mistresses,	416
III. Monitors,	431
IV. Monitresses,	439
Questions proposed to Candidates for Certificates of Competency to teach certain Extra Branches,	444
Analysis of the Answering,	460

APPENDIX O.

I. List showing the Unions which became contributory from the Year 1876-7, to the year 1887-8, giving the amounts paid out of the Rates of each such Union each year,	462
II. Information as to Non-contributory Unions from 1876-7 to 1887-8,	466

APPENDIX P.

Special Tabulations of Results Examinations of Pupils of:—

(1). Model Schools,	467
(2). Workhouse "	469
(3). Evening "	471
(4). Convent and Monastery "	472

APPENDIX Q.

Information as to the "Reid Bequest,"	475
(1.) Nature of Bequest,	475
(2.) Names of Monitors to whom Prizes were awarded,	476

APPENDICES

TO THE

FIFTY-FOURTH REPORT OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND (1887).

APPENDIX A.

RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

GENERAL NATURE OF THE SYSTEM OF NATIONAL EDUCATION.

Its Object and fundamental Principle.

1. The object of the system of National Education is to afford combined literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

Description of Schools to which the Commissioners grant Aid.

6. The Schools to which the Commissioners grant aid are divided into two classes, viz. :—1st. Vested Schools, of which there are two sorts, namely, (a.) those vested in the Commissioners; and, (b.) those vested in Trustees, for the purpose of being maintained as National Schools; 2nd, Non-Vested Schools, the property of private individuals. Both these classes of Schools are under the control of Patrons or Local Managers.

7. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

8. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

9. The Commissioners require that instruction shall be given in plain needlework in all Schools in which Female Teachers are employed.

EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

Kinds of Aid.

10. The Commissioners of National Education award aid—

(a.) Towards the payment of Teachers and supply of Books and other School Requisites.

(b.) Towards building School-houses, and providing suitable fittings and furniture. This aid is given for vested Schools only.*

* Under provisions of the 47 & 48 Vict., ch. 23 ["Loans for Schools and Training Colleges (Ireland) Act, 1884"], a loan may be obtained for "the erection, enlargement, structural improvement, or purchase of a house to be used as a non-vested National School." See page 48.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

(a.) Towards providing Residences for Teachers of National Schools.
See Rules 247 to 249.

11. The Commissioners reserve to themselves in all cases, in vested as well as in non-vested schools, the right to refuse or withdraw any grant of salary, &c., whenever they see fit.

Towards building School-houses (Vested).

12. Before any grant is made towards building a School-house, the Commissioners must be satisfied (a.) that a necessity exists for such a School, (b.) that an eligible site has been procured, (c.) that a proper lease of the site for the purposes of National Education will be executed either to Trustees, or to the Commissioners in their corporate capacity; (d.) that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners may deem necessary for the erection of the house and providing furniture; and (e.) that when the School comes into operation adequate local aid will be provided in augmentation of the Teacher's emoluments from the Board.

13. In rural districts if the proposed site for a School is within three statute miles by road of a vested National School, no grant will be made, except under special circumstances.

14. The site should be healthy, with a supply of pure water conveniently near, should be easy of access, and must be approved by the Board of Public Works.

15. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, strict inquiry be made whether any other convenient site can be obtained, and that the result shall be stated to them.

16. The School premises to be vested, whether in the Commissioners or in Trustees, must be held at a nominal rent, or guaranteed by special sureties against any liability for rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

17. (a.) The following is the scale of Grants for the erection of School-houses, whether vested in Trustees or in the Commissioners:—†

Number of Pias.	Number of Children to be accommodated.		Amount of Grant.	Amount of Local Contribution.	Total Estimated Cost, including School Furniture and Out-fittings.	Description of School.
	Average on Pias. (6 square feet for each).	Average on Pias. (8 square feet for each).				
1	60	45	150	75	225	Single School-room.
2	75	56	166	83	249	Ditto.
3	100	75	188	94	282	Ditto.
4	120	90	224	112	336	Ditto.
4 A	120	90	236	118	354	Two School-rooms on ground.
5	150	112	306	153	459	Ditto on ground.
5 A	150	112	276	138	414	Ditto two stories.
6	200	150	354	177	531	Ditto on ground.
6 A	200	150	316	158	474	Ditto two stories.
6 B	200	150	378	189	567	Ditto on ground.
						(alternative plan).
7 A	300	225	466	234	700	Ditto two stories.
7 B	300	225	538	267	805	Ditto on ground.
8 A	400	300	600	300	900	Ditto two stories.
8 B	400	300	666	334	1,000	Ditto on ground.

* Under a recent Act of Parliament (44 & 45 Vict., cap. 65), limited owners have the power of granting sites for Schoolhouses and Teachers' Residences, at a nominal rent, for any period from 99 to 999 years. See page 118.

† This Scale is undergoing revision by the Board of Public Works.

(b.) The Commissioners reserve to themselves the right of accepting re- *Appendix*
payment of the Grants made towards the erection of a School-house, *Rules and*
and in such a case, of removing the School from their list of Vested Schools. *Regulations*
of Commis-

18. The shortest lease that will be accepted in making grants under this scale will be sixty-one years; or three lives and thirty-one years concurrent.

19. The lease must be prepared in the Education Office in the form authorized by the Commissioners, the expense to be borne by the Commissioners.

20. (a.) When grants are voted towards defraying the cost of the building of a School-house, the lease must be duly executed *before the case is finally remitted to the Board of Public Works.* (b.) The Commissioners will not accept a transfer to themselves (as a vested School) of any building already used as a National School.

21. No grant can be approved until (a.) the District Inspector shall have reported upon all the circumstances of the case; (b.) the Board of Works shall have reported on the eligibility of the site; and (c.) the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

22. The Commissioners determine what amount of school accommodation should be provided in the proposed building; and the cost of the house, &c., is determined by the number of children which it is intended to accommodate.

23. When the expected attendance is less than sixty on rolls, or exceeds 400, the Commissioners will be prepared to make a special Grant, in accordance, however, with the principles of the scale in Rule 17.

24. The Board of Works will furnish instructions as to the plan and specifications, to which the parties receiving aid are bound strictly to adhere; but the Commissioners will be prepared to consider and submit to the Board of Works special plans furnished to them by applicants.

25. The Commissioners do not sanction grants for the ornamenting of School-houses. If buildings of an ornamental description be preferred, the whole of the extra expense must be provided by the applicants.

26. The Commissioners will keep the School-house and furniture in repair, when the premises are vested in themselves.

27. (a.) When the School premises are vested in Trustees, it is the duty of such Trustees to keep the house, furniture, &c., in repair. (b.) Grants in aid of local contributions are made to existing Vested Schools, whether Vested in the Commissioners or in Trustees, for adding to or enlarging them, enclosing the sites, or other desirable or necessary structural changes or improvements. (c.) In the case of Schools Vested in Trustees no Grants can be made for the execution of any work which is required to make good damages arising from neglect, misuse, or lapse of time, or continuous use, unless in cases specially recommended by the Board of Works.

Towards Support of Schools previously established (Non-Vested).

28. The aid granted to non-vested Schools consists of salary, results fees, gratuities, books, and other school requisites, and the benefits of inspection and training. (See note to Rule 10 as to loans for the erection of non-vested School-houses.)

29. The Commissioners do not contribute towards Repairs, Fittings, or Furniture; or to the Rent of the School-house.*

* Loans for providing Residences for Teachers of Non-Vested Schools may, however, be obtained. (See Rules 247-248.)

Appendix.

Rules and
Regulations
of Commis-
sioners.

30. Before granting aid (a.) the School must be in actual operation under a competent teacher, and the Commissioners will inquire whether (b.) the case is deserving of assistance; (c.) there is reason to expect that the School will maintain an average daily attendance of at least thirty pupils; (d.) adequate local provision will be made in augmentation of the Teacher's emoluments from the Board, (e.) the School-house is suitable, in good repair, adequately furnished, and provided with proper out-offices; and (f.) the Teacher is the owner of or liable for rent for the School-house.*

31. In certain cases, namely, where the means of religious instruction are not attainable by children of a particular denomination in any National School within reasonable distance from their homes, the Commissioners are prepared to make modified grants to Schools in which the average daily attendance of pupils is less than 30; but they reserve to themselves the power in all cases of preventing the unnecessary multiplication of Schools in any district. (See Rule 172.)

32. Before the Commissioners decide upon an application for aid, they require from the Inspector of the district a report upon all the circumstances of the case.

33. To warrant continuance of aid the House and Furniture must be kept in sufficient repair by means of local contributions, and the School must be conducted in all respects in a satisfactory manner, and in accordance with the Rules and Regulations of the Commissioners.

34. (a.) In Mixed Schools, i.e., Schools in which male and female children are taught in the same room, the Principal Teacher, subject to the approval of the Board, may be either male or female, as the circumstances of the School may require; but (b.) when a Mixed School has been received into connexion, the sanction of the Commissioners should be obtained for the substitution of a male for a female Teacher, or *vice versa*. (c.) A female Teacher, whether Principal or Assistant, will not be recognised in a Boys' School, unless it is attended by Infant pupils only, nor (d.) a male Teacher, whether Principal or Assistant, in a Girls' School, nor (e.) will a male Assistant be recognised in any School under a female Principal. (See Rule 168).

35. When a School has been taken into connexion, as a School for males or for females solely, the sanction of the Commissioners should be obtained for a change from a male to a female School, or *vice versa*, or to a mixed School. This is not to preclude the admission of Infant Boys to Girls' Schools. (See note VII. (b), Appendix, page 65.)

DIFFERENT CLASSES OF NATIONAL SCHOOLS.

Model Schools.

36. Model Schools, of which there are three classes, viz.:—(a.) The Central and Metropolitan Model Schools, (b.) District Model Schools, and (c.) Minor Model Schools, have been built out of the funds placed by Parliament at the disposal of the Commissioners, and are under their exclusive control.

37. The chief objects of Model Schools are to promote united education, to exhibit to the surrounding Schools the most improved methods of literary and scientific instruction, and to educate young persons for the office of Teacher.

* No National School can be conducted as for a select class of children, and in no National School can any children be kept apart from the ordinary pupils on the ground of payment of School fees, or the social position of their parents, as the Commissioners regard any such separation of one class of pupils in a National School from the rest of the pupils as inconsistent with the spirit of the National system of Education.

38. In Model Schools, the Commissioners appoint and dismiss the Teachers and other officers; regulate the course of instruction; and exercise all the rights of Patrons. *Appendix A.*
Rules and Regulations of Commissioners.

39. The Commissioners afford the necessary opportunities for giving religious instruction to the Pupils by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

*Ordinary National Schools.**

40. These Schools, whether Vested or Non-vested, are under local management, and are taught by lay Teachers approved of by the Board.

Agricultural National Schools.

41. Agricultural National Schools are Schools to which farms or gardens are attached, for the purpose of illustrating and introducing the most approved systems of tillage and husbandry.

42. Agricultural Schools consist of—(a.) The Albert Model Agricultural National School, Glasnevin, under the exclusive management of the Board; (b.) The Munster Model Agricultural and Dairy National School, under the management of the Board aided by a local committee; and (c.) Ordinary National Schools with school-farms or gardens attached.

43. (*Omitted Rule.*)

44. (*Omitted Rule.*)

45. (*Omitted Rule.*)

46. (*Omitted Rule.*)

47. The Commissioners admit into the Albert Model Agricultural National School a limited number of free, and also of paying resident Agricultural Pupils. At certain specified times pupils are admitted for instruction in Dairying. Teachers of National Schools also are admitted for a special course of Agricultural instruction. (See p. 80, Appendix).

48. The Teachers of Agricultural Schools must be competent to give instruction both in the theory and practice of Agriculture, and must give practical instruction in Agriculture to their pupils.

49. In the Ordinary National Agricultural Schools the aid granted by the Commissioners to the Teachers for the promotion of Agricultural instruction consists in special Results fees, awarded upon the recommendation of the Superintendent of the Agricultural Department, or of such other officer as may be approved by the Board. (Rule 200, and pages 77 to 80, Appendix).

50. Before granting such aid, the Commissioners require to be satisfied, (a.) that the farm attached is efficiently managed, and (b.) that the proficiency of the pupils in Agricultural knowledge is satisfactory.

51. The Commissioners award special Results fees, on the recommendation of the District Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture on ground attached to their respective Schools, and cultivated principally by the pupils.

National Schools in which Special Industrial instruction is given.

52. In these Schools, embroidery and other advanced kinds of needle-work are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

(a.) That all the pupils of the industrial department, as in the case of the pupils of the literary department, shall attend for at least four hours daily for secular business, and shall receive literary instruction, for at least two of these hours daily.

* This class of schools is distinct from Model Schools, Convent Schools, Monastery Schools, and Workhouse Schools.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

(b.) That no religious instruction or religious exercise shall take place during the time the pupils are engaged in either literary or industrial occupation.

(c.) That a separate room be provided for industrial instruction.

(d.) That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

53. (*Omitted Rule.*)

54. The amount of salary will depend upon the circumstances of each case. (*Rule 201.*)

Convent and Monastery National Schools (Vested and Non-vested.)

55. Convent and Monastery National Schools, whether vested or non-vested, are regulated by the same rules respectively as other National Schools, save so far as these rules are modified by the special rules applicable to Convent and Monastery National Schools.

56. The members of the community may discharge the office of Literary Teachers, either exclusively by themselves, or with the aid of such lay persons as they may see fit to employ as Assistants. (*See Rule 153 (a).*)

57. (a.) The amount of salary awarded to Convent National Schools is regulated by the average number of children in daily attendance (*see Rule 174*) ; or (b.) if the Teachers of these Schools adopt the principle of classification, they will receive the same class salaries as the Teachers of Ordinary National Schools. (c.) These conditions apply also to the Monastery National Schools recognised previous to 1855 ; but (d.) aid will be granted to other Monastery Schools only on the condition that the Teachers of such Schools shall adopt the principle of classification. (e.) Results fees are in all cases paid according to the same scale as in Ordinary National Schools.

58. (*Omitted Rule.*)

59. Evening Schools are also recognised in connexion with Convent and Monastery National Schools. (*Rule 175.*)

Workhouse National Schools.

60. Workhouse Schools are received into connexion, and grants of Books, &c., made to them, on condition that they shall be subject to inspection by the Commissioners or their officers.

61. The fundamental rules of the Board of National Education must be faithfully observed in these schools.

Schools attached to Lunatic Asylums.

62. Schools attached to Lunatic Asylums are received into connexion upon the same general principles as the Workhouse Schools.

Evening National Schools.

63. The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such schools desirable. The aid is limited to salary, results fees, books, and inspection. Such aid in future will not be granted except to Evening Schools attended by pupils of one sex only. (*Rules 175 and 198.*)

USE OF SCHOOL-HOUSES.

64. In Non-vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or

before or after the School-hours on the other days of the week ; such use being left to the Patrons or local Managers, subject to the following limitations, and to the interference of the Board in cases leading to contention or abuse.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

65. (*Omitted Rule.*)

66. No aid will be granted to a School held in a place of worship ; nor will the Commissioners sanction the transfer of an existing School to a place of worship even for a temporary period.

67. When a School-room is in any way connected with a place of worship, there must not be any direct internal communication between the School-room and such place of worship.

68. Vested School-houses must be used exclusively for the education of the pupils attending them ; except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Local Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

69. No political meetings shall be held in National School-houses, whether Vested or Non-vested ; nor shall any political business whatsoever be transacted therein.*

70. When any School is received into connexion, the Commissioners will require that the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on a conspicuous part of the School-house, or on such other place as may render it conspicuous to the public. In Vested Schools a stone is to be introduced into the wall having that inscription cut upon it.

71. The Commissioners will not sanction any inscription containing a title of a denominational character, or which may appear to them to indicate that the School is one belonging to any particular religious body ; but the terms Boys', Girls', or Infants', with the proper local designation taken from the city, town, parish, street, village, or townland, in which the School is established, or the name of the founder, may be included in the inscription.

72. No emblems or symbols of a denominational nature shall be exhibited in the School-room during the hours of united instruction ; nor will the Commissioners in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

73. No emblems or symbols of a political nature shall at any time be exhibited in the School-room or affixed to the exterior of the buildings ; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

RELIGIOUS AND SECULAR INSTRUCTION.

74. (a.) In all Day National Schools not less than four hours a day (including, if necessary, a play-time of not more than half an hour) must be provided on the Time-Table for the ordinary secular business on five days in the week. (b.) A pupil who on any of these days does not remain under instruction until the conclusion of the ordinary literary business, as notified on the Time-Table, cannot be credited with an attendance on that day. (c.) In Infants' Schools and Infants' Departments, the limit of half an hour for play does not apply. (See page 65 note VI.)

75. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

* National School-houses may, by Act of Parliament, be used as polling booths for the election of members of Parliament, on the requisition of the Sheriff.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

76. Religious instruction must be so arranged (a.) that each school shall be open to children of all communions for combined literary and moral instruction; (b.) that, in respect of religious instruction, due regard be had to parental right and authority; and, accordingly, that no child shall receive, or be present at, any religious instruction of which his parents or guardians disapprove; and (c.) that the time for giving religious instruction be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

77 (a.) A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend (b.) that, as far as may be practicable, the general nature of such religious instruction be also stated therein; (c.) and such notification of the time and nature of the religious instruction is the only one that can be exhibited in the School during the time set apart for literary instruction.

78. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

79. When the secular precedes the religious instruction, the Teacher must, immediately before the commencement of the latter, announce distinctly to the pupils that the hour for religious instruction has arrived, and must put up, and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof containing the words "Religious Instruction," printed in large characters, on the form supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

80. Also, when the secular precedes the religious instruction in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have precedence in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

81. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school-hours, simultaneously with religious instruction.

82. The term "SCHOOL-HOURS" is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

83. In vested Schools such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the School-room, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

84. In non-vested Schools, it is for the Patrons or Local Managers to determine whether any, and if any, what religious instruction shall be given in the School-room; but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction elsewhere.

85. (a.) The Patrons and Managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read at the time or times set apart for religious instruction; (b.) and in *all* Vested Schools the parents or guardians of the children

have the right to require the Patrons and Local Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose. Appendix A
Rules and
Regulations
of Commis-
sioners.

86. The reading of the Scriptures, either in the Protestant Authorised, or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

87. (a.) Religious instruction, prayer, or other religious exercises, may take place before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); and may take place at one intermediate time, between the commencement and the close of the ordinary school business. (b.) The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises at an intermediate time in cases where it shall appear to them that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any inconvenience.

(c.) With the above exception, the secular School business must not be interrupted or suspended by any spiritual exercise whatsoever.

(d.) The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement or immediately after the close, of the ordinary School business; (e.) and they further recommend that, whenever the Patron or Local Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these Rules, should not be present thereat.

88. The Register and Roll Book kept in each School, according to the Forms furnished by the Commissioners, must show the religious denomination of each child attending the School.

89. The religious denomination is to be ascertained from the parent (the father, if possible) or the guardian of the pupil, and is to be entered in the Register according to his wish.

90. (a.) No pupil who is registered by his or her parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; (b.) and no pupil who is registered by his or her parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. (c.) And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object.

(d.) Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given.* (e.) The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector whenever he visits the School. (f.) The Certificate Book must not be removed from the School-room. (g.) The signing of it must in all cases be the spontaneous act of the parent (or guardian), the father, if possible.

* Such expression of desire may at any time be revoked by the parent or guardian and shall thereupon become inoperative.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

The following is the Form of Book :—

Roll No., _____ School, _____ County, _____
Name of Teacher who gives Religious Instruction, _____
Religious Denomination of do., _____

CERTIFICATE OF PARENT OR GUARDIAN.

* [In case a Parent or Guardian should wish his Child to receive religious instruction from a Teacher who is of a different religious denomination from the Child, or from a Teacher who gives any religious instruction different from that which is in accordance with the creed of the Child, the following Certificate is to be made by such Parent or Guardian.]

NOTE.—As some doubts have arisen as to the interpretation of the Rule, attention is requested to the following minute of the Board:—

"The object of the Rule is more fully to carry out the general principle of the Board, that no child is to receive any religious instruction contrary to the wishes of his parent. Accordingly the Rule first provides for the case where the Teacher is a Protestant and the child a Roman Catholic, *et vice versa*. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a Teacher of the different creed unless the parent expressly requests it. But where the Teacher and the child are both Protestants, whether of the same or of a different denomination, the dissent of the parent will not be implied. In this case religious instruction in the Scriptures or in his own Catechism may be given to the child unless the parent expressly forbids it. In such case, however, the dissent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent in the Certificate Book of Religious Instruction; but no Pupil is to be permitted to be present whilst instruction is being given in the Catechism of a different persuasion from his or her own, without the express sanction of his or her Parents or Guardians, written in the Form provided."

I (1) _____, being the (2) _____ of (3) _____, who is registered by me as (4) _____ in the School Register of the (5) _____ National School, HEREBY CERTIFY that it is my desire that the said (6) _____ shall receive instruction in (7) _____ during the time set apart for Religious Instruction.

Signature of Parent or Guardian, (8) _____

Witness, if signed by "Mark," _____

Dated _____ day of _____, 18—.

CERTIFICATE OF TEACHER.

I HEREBY CERTIFY that before (9) _____ signed the above Certificate, I read aloud to (10) _____ the following Rule of the COMMISSIONERS OF NATIONAL EDUCATION:—

"No Pupil who is registered by his or her Parents or Guardian as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no Pupil who is registered by his or her Parents or Guardian as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no Pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her Parents or Guardians object.

"Provided, however, that in case any Parent or Guardian shall express a desire that the Child should receive any particular religious instruction, and shall record such desire in the Book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given.* The entry in the Book shall be signed with the name or mark of the Parent or Guardian, and the Book shall be submitted to the Inspector whenever he visits the School.

* Such expression of desire may at any time be revoked by the Parent or Guardian and shall thereupon become inoperative."

And I FURTHER CERTIFY that I believe when the said (11) _____ signed the above Certificate (12) _____ had a full apprehension of the meaning and force of the Rule, and also of the true intent and object of the Certificate.

Signature of Teacher, _____

Dated _____ day of _____, 18—.

(1) Insert the name of the Parent or Guardian who makes the Certificate.

(2) Insert the relationship of the Parent or Guardian; as—"Father," "Mother," "Aunt," &c.

(3) Insert the name of the Pupil.

(4) Insert the registered religion of the Pupil.

(5) Insert the name of the National School.

(6) Insert the name of the Pupil again.

(7) Insert in full the nature of the Religious Instruction; as—"The Holy Scriptures in the Authorized Version—The Roman Catholic Catechism—The Protestant Catechism, &c., &c. This is to be written by the Parent or Guardian; but in case the Parent or Guardian cannot write, it may be written by the Teacher.

(8) The Parent or Guardian is here to inscribe his name. If the Parent or Guardian be unable to write his name, he is to sign by mark; but this mark must be witnessed by some respectable third party.

(9) Insert the name of the Parent or Guardian.

(10) Insert "him" or "her."

(11) Insert the name of the Parent or Guardian.

(12) Insert "he" or "she."

CERTIFICATE OF INSPECTOR.

Appendix A.

I HEREBY CERTIFY that I have examined the Certificate of ⁽¹⁾ ——— and also of the Teacher ⁽²⁾ ——— above set forth, and that I am satisfied as to the genuineness of each.

Rules and Regulations of Commissioners.

Signature of Inspector, ———

Dated — day of —, 18—.

⁽¹⁾ Insert the name of the Parent or Guardian.⁽²⁾ Insert the name of the Teacher.

USE OF BOOKS AND TABLETS.

91. (a.) The use of the books specified on the Board's List, whether published or sanctioned by the Commissioners is not compulsory; but (b) the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, must be notified to the Commissioners before they are introduced into the School; and none are to be used to which they object. (c.) The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

92. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

93. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

94. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

95. The Commissioners require that the principles of the following

Appendix A. Lesson, or of a Lesson of a similar import (if approved of by the Rules and Regulations of Commissioners), shall be strictly inculcated, during the time of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School :—

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded His disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend His religion to be forced on men by violent means. He would not allow His disciples to fight for Him.

If any persons treat us unkindly, we must not do the same to them; for Christ and His apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when He was reviled, reviled not again (1 Pet. ch. ii., v. 23).

96. The use of the Tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

97. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

MANAGEMENT OF NATIONAL SCHOOLS.

98. The government of the National Schools is vested in the Patrons or Local Managers thereof.

99. (a.) The Commissioners recognise as the Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

(b.) The local Manager is the person who is charged with the direct government of the School, the appointment and removal of Teachers, and the carrying on of the necessary correspondence with the Commissioners.

(a.) A person, to be eligible for the position of local Manager of a School, must be either a clergyman or other person of good position in society, must reside within a convenient distance from the school, and must undertake to visit the School frequently, and to check and certify the correctness of the quarterly and other returns furnished from the School to the Education Office.

(d.) Before finally sanctioning the appointment of any person as Manager for the first time, the Commissioners require from him an undertaking in writing to have their Rules and Regulations complied with.

See Rules 114 and 241.

100. (a.) The Patron has the right of managing the School himself, on the above conditions, or of nominating any fit person to act as local Manager of the School. (b.) The Patron may, at any time, resume the direct management of the School, or appoint another local Manager. (c.) The local Manager possesses all the powers of the Patron, except that of appointing a Manager.

101. (*Omitted Rule*)

102. (a.) When a School is under the control of a School Committee, such School Committee is the Patron. (b.) The Commissioners cannot sanction any arrangement by which the teacher of a National School can be a member or officer of the School Committee.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

103. When a School is vested in Trustees, the Commissioners recognise the Trustees as Patron.

104. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

105. (a.) If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board. (b.) But if the Patron refuses or neglects to exercise this power, the selection of a Patron may be made by the Commissioners.

106. In all cases the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

107. (a.) The Commissioners also reserve to themselves the power of withdrawing the recognition of a Patron or of a local Manager if he shall fail to observe the rules of the Board, or if it shall appear to them that the educational interests of the district require it. (b.) But such recognition will not be withdrawn without an investigation into the above matters held after due notice to the Patron or local Manager, and to all parties concerned.

108. (a.) In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School. (b.) But if such representative, or clerical successor, refuses to accept, or is ineligible for, the office of Patron, the selection of a Patron may be made by the Commissioners.

109. When a School is under the patronage of joint Patrons, of Trustees, or of a Committee, a local Manager should be appointed by them.

110. (a.) The Managers of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications. (b.) The Managers have also the power of removing the Teachers of their own authority, subject to the following rule:—

111.* The Manager must enter into an agreement with the teacher, in one of the forms provided by the Board, specifying the duties and emoluments of the teacher, and containing a proviso that the engagement is terminable on three months' notice given either by the Manager or Teacher, but preserving to the Manager the power enjoyed by him of summary dismissal, subject to the following condition:—

“In any case of summary dismissal the teacher shall be entitled to three months' salary, to be paid by the Manager personally, unless such dismissal was for sufficient cause, in which latter case the teacher shall not be entitled to any compensation.”

Proviso.—This rule applies without exception to all grants to schools not in connexion with the Board before the 24th September, 1872.

Its provisions, however, are not obligatory in the case of any school the Manager of which entered into relations with the Board under the old rule of 1869, Part I., Section VI., Paragraph 12; but should any such Manager decline to comply with the conditions of the new rule, his teachers will not be entitled to the advantages of the grant for payment by results.

Accordingly any such Manager who claims for his teachers participation

*This rule does not apply to any but Principal Teachers, Permanent Assistants and Permanent Workmistresses, who receive personal payments from the Commissioners.

Appendix. in the grant for payment by results must before payment is made by the Board exhibit to the Inspector either of the official forms of "Agreement" properly executed by himself and his teachers.

Rules and
Regulations
of Commis-
sioners.

The following are the Forms of Agreement provided by the Board :—

FORM No. I.

MEMORANDUM OF AN AGREEMENT made the day of , 188 ,
between Local Manager of the School (hereinafter called
the Manager) of the one part, and Teacher of the said School
(hereinafter called the Teacher) of the other part :

(I.) The manager agrees to employ the teacher as the teacher
of the school, from the day of , 188 , henceforth until the
expiration of three calendar months from the date at which notice in
writing shall have been given by either side, to determine the said
employment.

(II.) The manager shall have absolute power to determine the said
employment, without previous notice, on payment by him, at any time,
to the teacher, of three months' salary.

(III.) The manager shall also have power to determine the said em-
ployment, without previous notice, for misconduct or other sufficient
reason ; but in every case of such determination the teacher shall be
entitled to three months' salary, to be paid by the manager, unless such
manager shall obtain the declaration of the opinion of the Board of
National Education, that such determination of employment was for
sufficient cause, in which latter case the teacher shall not be entitled to
any compensation.

(IV.) In the event of the employment being determined by the
manager on the ground of misconduct or other sufficient reason (under
Article III.), the opinion of the Board of National Education that such
determination was or was not justified shall be conclusive and final to all
intents and purposes, and a letter to that effect, signed by the acting
secretaries or secretary of the Board, shall be conclusive evidence between
the parties of such opinion.

(V.) In case the teacher shall determine the said employment at any
time without giving three calendar months' notice as hereinbefore provided
(except for good and sufficient reason testified by the opinion of the
Board, and evidenced by a letter signed as above mentioned), he shall
forfeit any salary and emoluments, or any part of such salary and emolu-
ments, then due to him, as the Board may order.

(VI.) The duties of the teacher shall be such as are in accordance with
the Rules of the Commissioners.

(VII.) The salary and emoluments of the teacher are to be as fol-
lows :—

FORM No. II.

MEMORANDUM OF AN AGREEMENT made the day of , 188 ,
between Local Manager of the School (hereinafter called
the Manager) of the one part, and Teacher of the said School
(hereinafter called the Teacher) of the other part :

(I.) The manager agrees to employ the teacher as the teacher of
the school, from the day of , 188 , henceforth until the
expiration of three calendar months from the date at which notice in
writing shall have been given by either side to the other to determine
the said employment.

(II.) The manager shall have absolute power at any time to determine the said employment without previous notice to the teacher ; but in every such case (not coming under Article III.) he shall be bound to pay to the teacher three months' salary, recoverable as a debt.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

(III.) The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason ; in which case the teacher shall not be entitled to any compensation.

(IV.) In case the teacher shall determine the said employment at any time without giving three calendar months' notice, as hereinbefore provided (except for good and sufficient reason), he shall pay to the manager three months' salary, recoverable as a debt.

(V.) The duties of the teacher shall be such as are in accordance with the Rules of the Commissioners.

(VI.) The salary and emoluments of the teachers are []

NOTE.—Any entry in either of these Forms of Agreement, at variance with the spirit and conditions of Rule 173, will render the Agreement invalid. The responsibility of a Manager under an Agreement ceases from the date of his retirement from the office of Manager, or of the withdrawal of salary from the Teacher by the Board.

112. (a.) Managers may close their respective Schools for recognised vacations notified on the Time Tables, such vacations not to exceed forty school days in the year (exclusive of Saturdays and holidays). (b.) Should a Manager close his School on any other schooldays, the Commissioners will refuse payment of salary for such schooldays, unless they are satisfied that the School was closed for a reasonable cause. (c.) In case of a School closed for a period less than one month, for reasonable cause, such as severity of the weather, &c., full salary may be paid on the Manager's representation of the facts ; but (d.) if School be closed continuously for a month or longer owing to illness in Teacher's family, or to an epidemic, a medical certificate will be required before salary can be allowed.

113. (a.) Managers are required to notify without delay all changes of Teachers to the Education Office, and to the Inspectors of the respective districts ; (b.) and, as a rule, no newly-appointed teacher will be recognised in a School until the Commissioners are satisfied that the requirements of Rule 111 have been complied with.

114. The Commissioners earnestly request that Managers will visit their respective Schools as frequently as convenient, and see that the Rules of the Board and the provisions of the Time Table are adhered to, and that the attendance of pupils, receipt of School fees, &c., are accurately recorded. (See Rules 238 to 246.)

INSPECTION BY THE COMMISSIONERS OR THEIR OFFICERS.

115. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Managers, the Inspectors are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Managers of the Schools.

116. The Commissioners require that, as a general rule, every National School be visited by the *Inspector of the District*, at least *three* times in each year. One of the yearly visits must be for the examination for Results, which, as far as practicable, should take place periodically in the same month.

117. The *District Inspector* after each visit is to communicate with the local Manager, in case he should have observed any violations of

Appendix A.
Rules and
Regulations
of Commis-
sioners.

rule, or defects, or should deem it necessary to afford the manager information concerning the general state of the School; and he is to make such suggestions as he may deem necessary.

118. The Inspector is not to give any intimation of his intended visit, except when it is for the purpose of holding an examination for Results.

119. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the observance of the Board's Rules, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

120. When an application for aid to establish a National School is referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and, when necessary, with other influential parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

121. (a.) The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; (b) but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners.

ADMISSION OF VISITORS.

122. The public, generally, must have free access to every National School during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

123. (a.) Visitors of all denominations are to have free access to the School-rooms, and full liberty to examine the Religious Certificate Book, Daily Report Book and Class Rolls, but not to make extracts; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; (b.) but they are not to interrupt the business of the School by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

124. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the local Manager of the School.

125. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

TEACHERS.

Their Qualifications and Duties.

126. Teachers recognised in National Schools are Principal Teachers, Assistant Teachers, Junior Literary Assistants, Workmistresses, and Teachers of Industrial Departments.

127. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of

peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which Patrons or local Managers of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

Appendix A.
Rules and Regulations of Commissioners.

128. No clergyman of any denomination can be recognised as the Teacher of a National School.

129. (a.) All candidates for the office of Teacher must before being recognised produce a medical certificate as to the state of their health, and furnish satisfactory evidence of age. (b.) Persons in bad health, or of infirm constitution, or labouring under any physical defect likely to impair their efficiency as teachers, are absolutely ineligible for appointment under the Board; (c.) and *Inspectors are strictly prohibited from recommending the appointment of any such persons.*

130. (a.) Teachers cannot receive any salary or Results Fees from the Commissioners until examined and pronounced competent by the Inspectors; (b.) and any Teachers of National Schools, who may be found unqualified, must be removed. (See Rules 151 and 152.)

131. The Commissioners desire it to be understood that they reserve to themselves, in every case, the right to determine finally whether the payment of salaries or any other aid is to be made in whole or in part, or to be altogether withheld. (See Rule 239.)

132. (a.) Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impair their usefulness as Teachers. (b.) They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors, or to live in any such house.

133. (a.) Every Teacher is required to receive courteously visitors of all denominations, and to have the School records lying upon his desk, that visitors may examine them, and enter in the Daily Report Book such remarks as they deem fit. (b.) Such remarks as may be made are not to be altered or erased; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

134. (a.) Should the Commissioners consider any Teacher unfit for his office, or otherwise objectionable, they will require, in a vested school, that he be dismissed and another provided. (b.) In a non-vested school the grants will be withdrawn and the School struck off the Roll of National Schools, unless a suitable Teacher be procured.

135. Teachers whose Schools have declined in usefulness and efficiency, or who have conducted themselves improperly, may be reprimanded, fined, depressed, or dismissed.

136. If a Teacher, from whom salary has been withdrawn for any cause, be re-appointed to a National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary be paid to such Teacher.

137. Any Teacher who on examination has been found incompetent is ineligible for re-examination or appointment in a National School until after the expiration of at least six* months from the end of the month immediately preceding the date of his examination. (See Rule 151.)

138. If a classed teacher who has ceased for a considerable period to act as teacher in a National School shall be re-appointed, the Commissioners reserve to themselves the right to determine whether such teacher shall retain the class in which he was previously recognised. (See also Rules 140 c and 220 b.)

* Twelve months will be the period of exclusion after 31st December, 1887.

Appendix A.
—
Rules and
Regulations
of Commis-
sioners.

139. The Commissioners regard the attendance of a Teacher at meetings held for *political purposes*, or his taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of his duties, and as a violation of rule which will render him liable to withdrawal of salary.

N.B.—This Rule does not prohibit the employment of a National Teacher, by the Sheriff, as presiding officer or polling clerk, in a polling booth at a Parliamentary election, the functions of such officers being purely executive and non-political.

140. (a.) The limits of age of persons on first appointment to the office of Principal or Assistant National Teacher are:—

Minimum age,	18 years last birth-day.
Maximum age,	35 years "

(b.) Teachers coming from other educational organizations who can satisfy the Board that they have been continuously employed as public teachers from the age of 35 years or under, may be admitted up to 45 years of age, provided such employment began before 1st January, 1880.

(c.) But such exceptions to the maximum age of 35 years will cease to be made if, at any time, the Commissioners of the Treasury give notice in writing, under the hand of one of their Secretaries, to the Board that the number of such exceptional admissions is becoming so great as to interfere with the calculations on which the solvency of the Pension Scheme under the "National School Teachers' (Ireland) Act, 1879," rests.

(d.) Teachers in National Schools who interrupt their service and resume it after a period not exceeding 10 years, are not subject to any disqualification for age at the date of resumption.

(e.) If the interruption has lasted 10 years or upwards, Teachers must not be over 45 years of age at the date of resumption, and they must qualify themselves in all respects as Teachers seeking first appointments under the preceding subhead (b).

NOTE.—There are some important distinctions as to the provisions for Pensions accordingly as the interruption of a National Teacher's service has been greater or less than 5 years. See Rule 220 B. and Appendix XXXII., pp. 99 and 100.

141. In Mixed Schools presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be appointed. (*See Rule 168.*)

142. (a.) In a mixed school conducted by a master, in which there is no Female Assistant, a Workmistress may be employed, provided there be at least 20 girls in average attendance, and that the Workmistress be employed for at least two hours daily on five days per week. (b.) *The Commissioners do not sanction the appointment of new Workmistresses except in mixed schools under Male teachers.*

(c.) No Workmistress can be appointed who, in the opinion of the Commissioners, is not competent to give instruction in Cutting-out as well as in Plain Needlework and Knitting.

(d.) Workmistresses are paid the results fees for needlework in addition to their salaries.

143. A Female candidate for the office of Teacher will not be recognised either as Principal or Assistant unless she is competent, not only to conduct the Literary business of a School, but also to give instruction in Needlework and Cutting-out.

144. (a.) In cases of illness, the Commissioners, on the production

of a medical certificate, allow to any member of the teaching staff, receiving personal salary from the Commissioners, one month's leave of absence from duty without stoppage of salary.* (b.) Should the illness necessitate a more lengthened absence from duty, salary will not be paid for the additional period of absence unless a substitute, pronounced competent by the Inspector, and to be paid by the Teacher, be appointed. (c.) In no case can such absence be sanctioned for more than six months; and (d.) under no circumstances can a substitute for a paid monitor be sanctioned. (e.) The Commissioners desire it to be clearly understood that they cannot sanction the appointment of a substitute for an absent Teacher, if the absence is owing to any other cause than illness or attendance at any recognised Training College. (f.) The Commissioners will sanction the appointment of an eligible temporary teacher, for a period not exceeding three months, as *locum tenens* pending the appointment of a permanent teacher, and will pay such temporary teacher for his service at rate of third class salary or capitation salary, as the case may be, without requiring the Manager to enter into a formal agreement with him. (g.) For occasional absences owing to illness, or other reasonable cause, for brief periods, the Manager's statement may, under ordinary circumstances, be accepted without loss of salary. (h.) But no member of the school staff can be allowed to take "Vacation" or suspend work during the ordinary period of operation of the school.

Appendix A.
Rules and Regulations of Commissioners.

145. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. The Teachers of National Schools are required to keep the following Tablets suspended conspicuously in their school-rooms, and to make themselves thoroughly acquainted with their contents:—(a.) The General Lesson, the principles contained in which should be inculcated on the minds of all the Pupils at the time of combined ordinary instruction;—(b.) The Commissioners' Rules and Regulations;—(c.) The Practical Rules for Teachers;—(d.) The National School Programme;—(e.) The Price List of School Requisites.

II. To exclude from the school, except at hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all *political* meetings of every kind; to abstain from controversy; and to do nothing either in or out of school which might have a tendency to confine it to any denomination of children.

IV. (a.) To keep the Register, Report Book, and Class Rolls, accurately, neatly, and according to the forms prescribed by the Board; and to enter or mark in the two latter, not later than eleven o'clock each day, the number of children in actual attendance. (b.) In case any child is obliged to go home after roll-call, and before the school is dismissed, the child should previously enter his or her name in the *Leave of Absence Book*. Should the child be unable to write, the name is to be written by another child, and not by any of the Teachers. (c.) All incomplete attendances (*i.e.*, attendances terminated before the conclusion of the ordinary literary business of the day, as notified on the Time Table) are to be excluded from the Results Examination Roll, and also from the calculation of average attendance [See Rule 74 (b.)] (d.) An Absence mark once entered on the Rolls is not to be erased, cancelled, or altered under any circumstances whatever. (e.) The Commissioners also desire that immediately after roll-call each day, the number present in each class shall be written in chalk in large figures on a black board suspended in the School, and shall not be rubbed off until next morning. (f.) The Teaching Staff is required to be in attendance at the School each day half an hour before the time fixed for the commencement of school business.

V. To classify the children in accordance with the Results Programme; to study the National School Books; to teach according to the approved methods,

* In schools under the direct management of the Commissioners, the period for which salary may be allowed without stoppage of pay will be determined by the circumstances of each case, and, if necessary, the Commissioners will employ substitutes, and pay them for a limited period.

Appendix A. 38 pointed out in the Manuals of Method and Organization sanctioned by the Commissioners; and to labour diligently to train up their pupils in each branch of knowledge to the degree of attainment or amount of proficiency pointed out for each class respectively in the *Results Programme*.

Rules and Regulations of Commissioners.

VI. To observe themselves, and to impress upon the minds of their pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote both by precept and example, *Cleanliness, Neatness, and Decency*. To effect this, the teachers must set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They must also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The school apartments, too, must be swept and dusted every evening; and white-washed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of *Truth and Honesty*, the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils, to treat them with kindness combined with firmness, and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the school all receipts of School-fees, Subscriptions, &c., and the amount of all grants made by the Board, as well as the purposes for which they were made, whether for salaries, results fees, premiums, or gratuities, or payments to Monitors or Workmistresses; also school Requisites, whether Free Stock or purchased Requisites.

XII. To take strict care of the *Free Stock* of Requisites granted by the Board; to keep the school constantly supplied with School Books and other Requisites approved by the Commissioners, also to preserve for the information of the Inspectors, the Invoices of Free Stock or purchased Requisites. Teachers are strictly prohibited from using in their schools any books, &c., not expressly sanctioned by the Board, and from making any pecuniary profit from the sale to their pupils of requisites supplied from the stores of the Commissioners.

XIII. Should it be intended to close a school for a time not included in the recognised Vacations, notice should be given some days previously to the Inspector; and when a teacher intends resigning or removing to another school, he should intimate his intention to the Inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the Premises, Free Stock, School Accounts, &c., &c.

XIV. To attend to the Ventilation of the school:—I. Immediately after entering the room in the morning; II. At the time of Roll-call; III. About an hour before the school breaks up. The Ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough air through the room.

Training of Teachers.

146. (a.) A Training College is an institution for boarding, lodging, and instructing students who are preparing to become, or are already, certificated teachers in National or other Governmental elementary schools. It is required to include, either on its premises or within a convenient distance, a practising National School in which the students may learn the practical exercise of their profession.

(b.) The Commissioners have provided a College in Marlborough-street, Dublin, under their own exclusive control for training young persons for the office of Teacher. This College is entirely supported from public funds. (c.) They are also empowered to make grants to aid in the maintenance of Training Colleges under local management for

boarding, lodging, and instructing Students who are preparing to become Teachers of Public Elementary Schools, or who are already certificated Teachers, but not previously trained.

Appendix.
Rules and Regulations of Commissioners.

BOARD'S TRAINING COLLEGE, MARLBOROUGH-STREET.

147. (a.) Candidates are selected by the Commissioners on the recommendation of the Inspectors, for admission to the Marlborough-street Training College, and must produce Certificates of good character; also Medical Certificates that they are in good health, and free from any contagious disease, and that they either have had the small-pox, or been vaccinated. (b.) They are boarded and lodged, free of expense, at the Establishments provided by the Commissioners; and (c.) arrangements are made for their receiving religious instruction from their respective Pastors who may attend at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. Candidates when admitted are termed Queen's Scholars.

148. (a.) If during the attendance of a recognised teacher at the Training College, for the one year's course (Rule 149a) the local Manager provide a substitute pronounced qualified by the District Inspector, the pay of the Teacher from the Board will be continued. (b.) Substitutes are to make their own terms with the Managers and the teachers whom they represent as regards remuneration for their services, and have no claim on the Commissioners. (c.) The employment of a substitute for a Teacher in Training cannot be sanctioned for a longer period than twelve months, reckoned from the date of the Teacher's leaving for the Training College.

149. The provisions made for the training of teachers in this College, from the 1st September, 1885, are as follows:—

(a.) A One Year's course of training, beginning in September, open to Principal and Assistant Teachers already classed.

(b.) A Two Years' course of training open to Pupil-teachers, paid monitors, and other suitable students approved by the Commissioners, and possessing the qualifications prescribed for Third Class National Teachers.*

This course is also open to Classed Principals and Assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training College.†

(c.) At the end of the first year of residence, the two-year students, in addition to extra papers upon the Art of Teaching and of School Organization, must pass *creditably* in the course prescribed for Third Class Teachers.

(d.) At the end of the second year of residence, such students must pass the course for Second Class Teachers, except as provided for in Rule 158. (See also page 24, par. xxii. (g.) as to special examination at Christmas.)

(e.) After probation for two years as Teachers of Public Elementary Schools, Students will be entitled to Training Diplomas on the prescribed conditions.

(f.) The Commissioners also recognise an Extern Class, which is composed of a limited number of duly qualified young persons who wish to become National Teachers. The Commissioners do not provide board and lodging for such externs, but they are permitted to attend, without any charge, the Model and Practising Schools and the Lectures of the Professors, and at the end of the Training course they are examined and classed as Teachers, according to their merits and quali-

* As to branch of Engagement, see Rule 149a, XXIIx.

† The privilege contained in this paragraph applies to Training Colleges under Local Management.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

fications, and after two years probation as Teachers of Public Elementary Schools are entitled to Training Diplomas on the prescribed conditions.*

TRAINING COLLEGES UNDER LOCAL MANAGEMENT.

149A. The conditions upon which Training Colleges under local management are recognised, are as follows :—

I. Definition of a Training College. (See Rule 146a.)

II. No grant is made to a training college unless the Commissioners are satisfied with the premises, management, and staff.

Admission into Training Colleges.

III. The authorities of a college may admit, subject to the approval of the Commissioners—

(a.) Any candidate who has been pronounced qualified in the programme laid down for third class teachers.

(b.) Without examination any certificated teacher who has not previously been trained and who wishes to enter the college for a year's training, in the course prescribed for students of the second year.†

IV. Such candidates when admitted are termed *Queen's Scholars*.

V. Before candidates are admitted—

(a.) The medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

(b.) They must sign a declaration that they intend *bona fide* to adopt and follow the profession of teacher in a National School or Training College, or in the Army or Navy, or (in Ireland) in Poor Law schools, certified Industrial schools, or certified Reformatories.

VI. The authorities of each college settle their own terms of admission.

VII. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Commissioners will refuse to grant them diplomas.

Examination of Students in Training Colleges.

VIII. An examination of the resident students is held yearly, in the month of July, at each of the training colleges.

IX. No student may be presented for examination who is not a Queen's Scholar, or has not been resident throughout the whole year. No such student may be left out. [See, however, Note to Rule 149 (f).]

X. The students have a different examination according as they are men or women, or are at the end of a first or second year of residence.

XI. The syllabus for women includes special subjects for the teachers of infants. Candidates who pass in these subjects, after two years of successful service in Infants' schools, receive special mention thereof on their Diplomas.

XII. Students who pass successfully through two years of training receive special mention thereof on their Diplomas.

Grants to Training Colleges.

XIII. Grants are placed to the credit of each college of £100 for every master, and of £70 for every mistress, who, having been trained in such college as a Queen's Scholar during two years—

* The privilege contained in this paragraph applies to Training Colleges under Local Management.

† See foot note † page 21; also par. xxii. (b), and (l) pp. 24 and 25.

(a.) Shall have been continuously engaged as National teacher for two years subsequently to his or her training, and shall, during such years, have been favourably reported upon by the Inspector.

Appendix A.
Rules and
Regulations
of Commission-
ers.

(b.) Is reported by the proper department, in each case, to have completed a like period of good service as an elementary teacher in the Army or Navy, or (in Ireland) in Poor Law Schools, certified Industrial Schools, or certified Reformatories.

XIV. Teachers who have entered for and been trained in the one year's course only, may obtain Diplomas of training; and grants of half the amounts specified in the preceding Article may be placed to the credit of the colleges in which they were trained, provided—

- (a.) They are teachers who were admitted under Article III.
- (b.) Shall have passed successfully a special examination at the end of the year.
- (c.) Shall have fulfilled the conditions specified in Article XIII.
- (a.) or (b.)

XV. The annual grant to each college is paid out of the sums standing to its credit (Articles XIII., XIV.) at the beginning of the year, after the adjustment under Article XVI.

Exception :—

This Article is not applied to a college for the first five years during which grants are made to it.

XVI. The grant must not exceed—

- (a.) 75 per cent. of the expenditure of the college for the year, approved by the Commissioners and certified in such manner as the Commissioners may require.
- (b.) £50 for each male, and £35 for each female, Queen's Scholar, in residence for continuous training throughout the year for which it is being paid.

XVII. The annual grant to each college is paid as follows :

- (a.) An instalment of £12 (men), or £8 (women), is paid on 1st November, 1st February, and 1st May, in respect of every Queen's Scholar in residence for continuous training throughout the year.
- (b.) Part of the instalment of the 1st of May may be suspended, if payment of the full amount then due would cause the limit under Article XVI. (a.) to be exceeded.
- (c.) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Commissioners.

XVIII. Grants are made to the practising National Schools of training colleges on the same conditions as to other National Schools.

Examination for Admission to Training Colleges.

XIX. An examination of candidates for admission into training colleges is annually held in the month of July at each college, or such other place as may be approved by the Commissioners.

XX. The examination extends to all the subjects in which teachers are examined for third class certificates.

XXI. The candidates are selected and admitted to the examination by the authorities of each college, on their own responsibility, subject to no other conditions on the part of the Commissioners than that the candidates—

- (a.) will be more than 18 years of age on the 1st of January next following the date of the examination;

or (b.) have successfully passed the first or second year's examination as pupil-teachers, or the fifth year's examination as monitors.

Supplemental Regulations for Training Colleges under Local Management.

XXII. (a.) A Training College must have adequate accommodation in Dormitories, Refectory, and Lecture or Class Rooms for at least 50 students.

(b.) The Manager or Correspondent of a Training College must be either a clergyman or other person of good position in society.

(c.) The Report upon an Application for Aid to a Training College must be made by one of the Head-Inspectors.

(d.) Each Training College will be placed under the charge of a Head-Inspector.

(e.) The accounts of a College must, at all times, be regularly posted up, and ready for the inspection of the Financial Assistant Secretary to the Commissioners.

(f.) At the end of the first year of residence the two-year students, in addition to Extra Papers upon the Art of Teaching and of School-organization, must pass *creditably* in the course prescribed for Third Class Teachers.

(g.) At the end of the second year of residence such students must pass the course for Second Class Teachers, except as provided for in Rule 158 (a) and (b).

An Examination at Christmas of each year will be held in each Training College, with a view of testing the proficiency in Second Class programme of the Queen's scholars, who entered with rank higher than Third Class, and whom the authorities of the College may desire to present at the end of the Course for promotion to Second Division of the First Class. Such Queen's scholars as successfully pass this test Examination will not be required to pass again in the programme of Second Class, but will be regarded as having fulfilled the obligation of passing the Examination prescribed for the end of the Training Course of all Queen's Scholars.*

(h.) The authorities of any College may submit, not later than the 1st of May, for the approval of the Commissioners, a list of the names of the Candidates for the Entrance Examination, to be held in the month of July. No application will be entertained unless all the preliminary regulations are complied with.

(i.) The Session of a Training College shall open in the week commencing with the first Monday after the 10th September in each year.

(j.) If, during the attendance of the recognised teacher at the Training College for the one year's course (sec. III. (b.)), the local manager provide a substitute pronounced qualified by the District Inspector, the pay of the Teacher from the Board will be continued. Substitutes are to make their own terms with the managers and the teachers whom they represent as regards remuneration for their services, and have no claim on the Commissioners. The employment of a substitute for a Teacher in training cannot be sanctioned for a longer period than twelve months, reckoned from the date of the Teacher's leaving for the Training College.

(k.) A Queen's scholar is not eligible for employment as a National Teacher, Principal or Assistant, during the time which he or she may have contracted to remain as a student in a Training College, unless the Commissioners of National Education are satisfied that the infraction of the contract is justified by illness or any other satisfactory cause.

This rule applies to the Marlborough-street Training College as well as to the colleges under local management.

* This regulation applies equally to the Marlborough-street Training College.

(k.) The Commissioners require that in all Training Colleges, and in the Practising Schools connected therewith, satisfactory provision be made for instruction in Drawing and Vocal Music.

Appendix.
Rules and
Regulations
of Commis-
sioners.

Classification of Teachers.

150. Teachers are divided into three classes—viz., *third, second, and first*. Each class, again, is subdivided into two grades or divisions—viz., *second division and first division*.

Unclassed Teachers.

151.* (a.) *Unclassed* teachers cannot be recognised as fit to act as principals or assistants in National Schools, unless after examination by the District Inspector they are certified as being duly qualified. (b.) Such teachers are, in that case, placed *provisionally* in the lower division of third class, until the end of the Quarter in which the next ensuing Annual Examination of Teachers takes place, after which no salary will be paid except to a Teacher who has attended the Examination, and has been permanently classed. (See Rule 152 b.) (c.) Any candidate who fails to pass this preliminary examination creditably is ineligible for re-examination or appointment in a National School until after the expiration of at least six months, from the end of the month immediately preceding the date of his examination. (Rule 137.)

(d.) Examinations for Provisional Classification are held by the District Inspectors on the first Tuesday of each month, and candidates are then examined in all the subjects prescribed for Third Class Teachers.

152. (a.) All teachers *unclassified*, or *provisionally* classed, whether acting as principals or as permanent assistants, are bound to present themselves at the Annual Examinations which are held in their district each year in the beginning of July. (b.) And any of these teachers who shall have absented themselves from the Examination cannot be allowed to continue in receipt of salary beyond the termination of the quarter in which the examination was held.

153. (a.) Junior literary assistants, temporary assistants, lay assistants employed in Convent National Schools paid by capitation, and qualified substitutes for teachers in training may be admitted, on the recommendation of the Inspector, to the Annual Examinations, as candidates for classification, but their attendance thereat is not obligatory. (b.) Junior literary assistants, now recognised as qualified, will continue to receive their present salary, with the proportion of results fees laid down for assistants; but no new appointments will be made.

* *Note*.—From the 1st January, 1888, Rule 151 will be cancelled, and the following Rule will take its place:

151. The following are eligible for appointment as Teachers or Assistant Teachers of National Schools:—

- (1.) Persons who have been trained in recognised Training Colleges.
- (2.) Persons already recognised as Classified National Teachers.
- (3.) Persons who, after a five years' course as Monitors, have obtained satisfactory Certificates.

When, however, a person of these classes, under any exceptional circumstances, cannot be found to fill an occurring vacancy, the Commissioners will be prepared to consider an application for the recognition of an unclassified person, on the condition that he shall immediately pass a preliminary Entrance Examination for provisional Classification in the Course for Third Class. For his continued recognition he shall also pass the first General Examination happening afterwards. In case such a person shall fail to pass either of these Examinations, he will be disqualified from candidature for a year from the date of such failure.

Appendix A.

Classed Teachers.

Rules and
Regulations
of Commis-
sioners

154. (a.) As a general rule, a Teacher on his first examination cannot be placed in a higher rank than second division of third class. (b.) But under special circumstances a deserving Teacher at his first examination may, with the permission of the District Inspector, to whom he should give due notice, take second class papers, and may be placed in second division of second class, subject to a favourable report from the District Inspector as to his efficiency as a Teacher, after he has been twelve months in charge of his school, third class salary only to be paid meanwhile, the balance of second class salary to be paid should the report be favourable.

(c.) Promotion of a Teacher from a lower to a higher *division* in the third or second class depends solely on the efficiency of his school, and is granted on the certificate of the District Inspector, that the School has been in a satisfactory state during the previous year, in respect of cleanliness, discipline, proficiency, and progress. (d.) But promotion from one class to another, or from second division of first class to the first division thereof, cannot be obtained without examination. (e.) All Teachers, candidates for promotion from class to class, should notify to their District Inspectors, as a rule not later than the 1st of October in each year, their desire to be admitted to examination, in order to allow time to the Inspectors to visit and specially examine their schools, whenever necessary.

(f.) Teachers who, within the two years preceding the Annual Examination have merited severe censure for any offence, are, as a rule, ineligible for admission to the examination as candidates for promotion.

(g.) Teachers who make an unsatisfactory examination may be excluded from further opportunity of seeking promotion for such time as the Commissioners may direct.

(h.) A Teacher must remain at least one year in the division in which he may be placed, before he can be advanced to the next higher step.

155. A teacher of the second division of the first class will not be admitted to examination as a candidate for promotion, unless it shall appear from the reports furnished during the previous three years that his school has been maintained in a state of thorough efficiency, and unless it shall also appear from the records of the Education Office that he has not incurred any serious censure throughout that period. These conditions having been fulfilled, he may be promoted into first division of first class after passing a creditable examination.

156. The promotion of classed Teachers who may offer for reclassification will, if approved, date from the 1st April of the year in which the examination takes place.

157. (a.) A teacher cannot be promoted from third class into first class without passing regularly through second class; nor from the *lower division* of a class into a higher *class*, without passing regularly through the higher division. (b.) No teacher of an Ordinary National School appointed on or after the 1st of August, 1887, and (c) no such teacher in the service on the 1st August, 1887, under twenty-five years of age, if then unmarried, will be eligible for first class unless trained in a recognised Training College.

158. (a.) A Queen's scholar, however, who on entering a Training College ranks in either division of second class, may, with the sanction of the authorities of the College, on the termination of his course of training be allowed to take first class examination papers, and, if qualified, be promoted to second division of first class. (b.) In the same manner a

Queen's Scholar ranking in Second Division of First Class on coming up to training may be promoted to first division on same condition.

159. (Omitted Rule.)

160. The qualifications of assistant teachers must not be lower than those specified for third class teachers.

161. (a.) Assistant teachers are eligible for promotion in classification on the same conditions as principal teachers. (b.) But, whatever the class of an assistant may be, there is but one fixed salary, viz., £35 per annum for males, and £27 per annum for females. (c.) When Assistant Teachers admitted to the District Examinations pass a satisfactory examination as Candidates for Second Division of First Class, or First Division of First Class, the promotion of such Assistants will be conditional upon their obtaining a Principal Teachership within two years of the examination, and will be forfeited unless, after the expiration of one year's service as Principal Teacher, the school is reported by the Inspectors to have been efficiently conducted. Pending the confirmation of the classification, salary will only be paid at the rate attached to the next lower grade for service as Principal, but should the promotion be confirmed, the balance of salary will be paid.

SALARIES, &c.

162. The incomes of teachers of National Schools consist partly of local payments, and partly of payments by the Board.

The local payments are in school-fees from pupils, subscriptions, donations, and endowments. In some instances residences are provided rent free.

The payments by the Board are in :—

(1.) Salaries according to class, &c.

(2.) Results fees regulated by the ascertained proficiency of the pupils examined.

(3.) Gratuities (for instruction of Monitors), and premiums, &c., also regulated by ascertained proficiency, &c.

(a.) The following is the scale of salaries for Teachers of National Schools : *

	Male Teachers.	Female Teachers.
	£70 a year.	£58 a year.
First class—First Division,	60	50
The Old Second Division of First,	58	48
The New do. do.,	46	37
The Old First Division of Second Class,	44	34
Second Class—New Scale for First and Second Divisions,	35	27
Third Class,	35	27
Assistants,	—	14
Junior Literary Assistants,*	—	12
Workmistresses,	—	—

(b.) The scale of Results Fees is given at page 30.

(c.) The scale of Gratuities is given at page 33.

(d.) Premiums, &c., pages 91 and 92.

163. (a.) The salaries of National Teachers are payable and will be remitted on the 14th† day of January, April, July, and October, in each year in cases where the Quarterly Returns have been received in due time, and where there are no irregularities to be specially dealt with before payment.

(b.) Where salaries are paid by quarterly payments of one-fourth of the annual rates, the computation for a broken period of a quarter is made with reference to the number of days in that quarter.

(c.) The Commissioners are very desirous that the appointment of

* As regards Junior Literary Assistants, see rule 153 (d.)

† Should the 14th of the month fall on a Sunday the salaries will be issued on the 15th.

Appendix A. Teachers should be made from the first day of a quarter, and they therefore request Managers to discourage changes in the teaching staff except at the end of a quarter.

Rules and
Regulations
of Commis-
sioners.

(d.) Should the first or last day of the month fall on a Saturday or Sunday or recognised holiday, salary will be allowed for such days.

(e.) The Commissioners reserve to themselves the right of determining to what extent, if any, special rates of salary or privileges enjoyed under previous arrangements may be continued.

164 (a.) First class teachers will not be paid at the rate of first class salary, unless their schools maintain an average daily attendance of at least 35 pupils, but no reduction of salary will be made unless the average shall have fallen below 35 for two consecutive quarters, after which first class salary will not be paid, unless there is satisfactory evidence that the reduction of the average is due to temporary and exceptional causes.

(b.) First class teachers should as a general rule be employed in large and important schools, and consequently a first class teacher will not be entitled to retain his class salary, unless the school he has charge of is such as in the judgment of the Commissioners warrants the employment of a first class teacher.

Grants made according to Average Attendance.

165 (a.) As a general rule, a National School, in order to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(b.) The average daily attendance, during any period (month, quarter, year,) is the number found by dividing the total number of complete attendances made on the regular school-days within the period, by the number of such school-days.

(c.) When the average attendance exceeds an integer by a fraction, the latter will count as a unit. Thus, 29.1 will count as 30.

(d.) As a rule, a National School should be in actual operation for at least 200 days in the year.

(e.) When, owing to severity of weather or other exceptional cause, the number of pupils in attendance is unusually small (under one half the usual or average monthly attendance) the number present must be recorded, as usual, in the Roll Book, but the day or days, together with the attendances on such day or days, may be excluded from the calculation of the average. The cause of the exclusion in each case must be recorded in the Daily Report Book.

166. No action will be taken consequent on a reduction of the average attendance below 30, unless such reduction shall appear in two consecutive quarters, after which no salary will be payable unless the School comes under the provisions of Rule 167.

167. Should the average attendance at a school, the teacher of which received class salary, fall below 30 for two consecutive quarters, and should there appear to be good grounds for believing that such reduction of the average attendance below 30 was due to temporary causes, such as prevalence of epidemics, exceptional severity of weather, &c., reasonable time will be allowed for the re-establishment of the normal average, and during this period of indulgence the school will not be struck off the roll, or the salary reduced. But as soon as there is satisfactory evidence that the reduction of the average below 30 is due to permanent causes, then—

- (a.) The school will be either suspended or struck off the roll of National Schools as unnecessary; or
- (b.) It will be placed in the category of Modified Grant Schools, and dealt with as subject to the provisions of Rule 172.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

168. To warrant the appointment of a second Teacher (Assistant, Male or Female), the School must have an average daily attendance of at least 70 pupils. An additional Assistant may be granted for every 55 pupils in average daily attendance. (*See Table XXII., page 88.*)

169. To warrant the appointment of a Workmistress in a mixed School in which no Female Teacher is employed, an average daily attendance of at least 20 girls should be maintained. (*See Rule 142.*)

170. (a.) In cases where Schools having the services of Assistants or Workmistresses, fail to command the requisite average attendance, Managers must be prepared for the withdrawal of salary at the close of the second consecutive Quarter in which the falling off appears, unless (b.) the Commissioners shall see fit to recognise the Assistant or Workmistress as Temporary Assistant or Temporary Workmistress, in accordance with provisions of next Rule, or unless (c.) there is satisfactory evidence that the reduction of the average attendance is due to temporary and exceptional causes,* in which case salary may be continued.

170A. The following regulation is intended to meet the case of rural National Schools where from local causes the average attendance of pupils fluctuates very much according to the seasons:—

"In rural schools which maintain an average attendance in certain months of the year sufficient for the employment of an Assistant or Workmistress, but not sufficient in the other months, it shall be competent for Managers to appoint, with the sanction of the Board, suitable persons to act as 'Temporary Assistants' or 'Temporary Workmistresses'; and such Temporary Assistants or Workmistresses will be paid salary, at the ordinary rate, for those months only in which the average is sufficient."

The persons to be appointed must be approved of by the Inspector, and certified by him to be competent. The qualifications required of candidates for Temporary Assistantship are the same as those prescribed for Third Class Teachers. (*See Rule 151 d.*)

Results Fees.

171. (a.) In addition to their class salaries teachers receive the results fees earned in their schools according to the following scale. (b.) The ordinary results fees in schools in which assistants are employed are apportioned on the principle of allocating to the Head Teacher twice as much as to each assistant.

(c.) The conditions upon which results fees are awarded and allocated are specified in the Results Programmes, but the Commissioners reserve to themselves the right of deciding what action should be taken in particular cases of non-observance of these conditions.

* N.B.—Such causes should be clearly set forth in the Manager's Return for the Second Quarter, in which the reduction in the average attendance appears, and the claim for the continuance of aid should be sustained by Medical or other Certificates where necessary.

Appendix A.

Rules and Regulations of Commissioners.

SCALE OF RESULTS FEES (Revised for 1887-8).

Subjects	ORDINARY AND OPTIONAL BRANCHES.—Fees for Passes.							
	Infants' Class.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class, First Stage.	Fifth Class, Second Stage.	Sixth Class, 1st and 2nd Examinations.
	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.
Infants' course,*	3 0	-	-	-	-	-	-	-
Reading,	-	3 0	2 0	2 6	2 6	2 6	2 6	2 6
Spelling,	-	1 0	1 0	1 0	1 0	1 0	1 0	1 0
Writing,	-	1 0	1 0	1 6	1 6	1 6	1 6	2 0
Arithmetic,	-	1 0	2 0	2 6	3 6	2 6	2 6	3 0
Grammar,	-	-	-	1 0	1 6	1 6	1 6	1 6
Geography,	-	-	-	1 0	1 0	1 6	1 6	1 6
Book-keeping (optional for Boys and Girls),	-	-	-	-	-	2 6	2 6	3 0
Needlework (for Girls),	-	-	0 6	1 0	2 0	2 6	2 6	3 0
Agriculture,†	-	-	-	-	4 0	5 0	5 0	5 0
Vocal Music (optional),	-	-	1 6	2 6	2 6	2 6	2 6	3 0

EXTRA BRANCHES.—Fees for Passes.					
		3rd Class.	4th Class.	5th Class.	6th Class, 1st and 2nd Exam.
		2s. 6d.	2s. 6d.	2s. 6d.	2s. 6d.
Drawing,	Six Examinations according to Class,				
Extras for Pupils of 5th and 6th Classes:—					
Girls' Reading Book and Domestic Economy combined,‡	Two Examinations, 8s. each.				
Greek,	Three Examinations, in each, 10s. each.				
Latin,					
Irish,					
French,	Three Examinations, 5s. each.				
Other extra branches approved by the Commissioners,	No. of Examinations specified in each case in Section XIV. Appendix, pages 68 to 77. 5s. each.				

Each series of Examinations may commence in the First or the Second Stage of 5th Class, or in the first or the second year of 6th Class, and, wherever commenced, may be completed, except in the case of Navigators, which can be commenced only in 6th class. See p. 73.

Modification of Aid.

172. The Commissioners in certain cases are prepared to act on the following modification of the aid granted to National Schools. (See Rule 31.)

(a.) *Attendance under 15 Pupils.*—Schools with an average daily attendance under 15 pupils conducted on the principles and the system of the Board, may be allowed Inspection, Books, and Apparatus, under existing regulations. The teachers can receive no salary from the Commissioners, but are eligible for results fees and for training, and their services, from their connexion with the Board, will count to their credit in respect to retiring allowances, &c.

* In thoroughly organized infants' schools or infants' departments, 4s. per pupil in infants' class may be gained, and if the Kindergarten system be efficiently practised, 2s. may be gained in addition to the ordinary fee for every pupil legitimately presented in infants, first, second and third classes. See note VI., page 65.

† Agriculture is obligatory for boys of fourth or higher classes, except in schools situated in large towns; it is optional for girls. In the case of Examinations after 29th February, 1888, if both boys and girls in a mixed school are taught agriculture, the instruction must be given wholly within the ordinary school hours.

‡ In schools whose Results Year commenced prior to 1st March, 1887, pupils may be presented for fees in the old scale and under the old conditions in Girls' Reading Book at examinations held up to 29th February, 1888.

(b.) *Attendance 15 but under 30 Pupils.*—When the average daily attendance is not less than 15, but is under 30, a capitation allowance on the average daily attendance in addition to the aid granted by preceding rule will be allowed by the Commissioners, at the rate of £1 3s. 4d. per annum to masters and 18s. 4d. to mistresses.* (c.) When a School aided under this Rule attains to an average attendance of 30 pupils or above in any quarter, salary to Teacher may be paid as in ordinary Schools for such quarter only.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

(d.) Should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the capitation allowance for such quarter will be calculated on the average attendance for the quarter preceding that in which the exceptional cause began to operate.

(e.) *Island Schools.*—Salaries, in addition to results fees, may be paid to Teachers of Island Schools at capitation rate even when the average is below 15; (f.) and when the average is not less than 15 but is under 30, the Commissioners may award third class salary to Teachers of Island Schools.

Local Aid.

173. (a.) So far as practicable, a further income must be secured to teachers of ordinary National Schools by School fees, supplemented where necessary, by local endowments or contributions; and (b.) the School fees paid by the children should not be diminished in consequence of any increase of salary or Results Fees which may be awarded to the teacher. (c.) The arrangement of the rates of School fees is to be made by the Manager; but the School fees are payable to the teacher as part of his emoluments. (See note to Rule 30).

Grants to Convent and Monastery National Schools.

174. (a.) The teachers of a Convent or Monastery National school, if they adopt the principle of classification, will be paid the same class salaries as the teachers of ordinary National schools, in addition to results fees and gratuities. (b.) But if they adhere to the system under which they are not examined for classification, they will be paid on the average attendance in lieu of class salary, a merit capitation grant of 12s. a head when the results examination is entirely satisfactory, and 10s. when it is only fair or passable, and, in addition, will be entitled to the same rate of results fees and gratuities as the ordinary National Teachers.

175. For evening schools, the teachers of which are paid by capitation, an allowance may be made at the rate of £10 per annum for every hundred pupils in average attendance, and the usual results fees are paid.

PAID MONITORS.

176 (a.) Paid Monitors are appointed only from 1st July in each year, and only for a period of *three years*, subject to the fulfilment of the conditions hereinafter specified as regards good conduct, efficient instruction, and maintenance of sufficient average attendance of pupils.

(b.) After the expiration of this period of service, a Monitor may be continued for an additional period of two years in Ordinary National Schools conducted by First or Second Class Teachers, and in Model, Convent, or Monastery National Schools, provided—(1) the Monitor has passed creditably at the third year's examination, and (2) the school in which he is serving is in every respect efficiently conducted and maintains a sufficient average attendance.

* These (increased) rates take effect from 1st April, 1887.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

(c.) The following is the Scale of Salaries :—

Year of Service.	Males.	Females.
First,	£5	£5
Second,	6	6
Third,	8	8
Fourth,	12	10
Fifth,	18	16

177. (a.) The school for which a monitor is recommended must, as a general rule, exhibit an average daily attendance of not less than forty pupils in (1) at least three out of the four quarters ended on the 31st March, and (2) at least one of the two quarters immediately preceding the 1st July, the date assigned for the appointment of the Monitor. (c.) The appointment of additional monitors will depend upon the average attendance and the staff of recognised teachers employed in the school. (See Rules 180, 239 and Scale XXII., page 88.)

178. (a.) A female monitor will not be appointed in a Male School (unless it is a Male Infants' School under Female Teachers), nor (b.) in a Mixed School under a Male Teacher, unless (1) she is a near relative of the Teacher, or (2) there is in the School a Female Teacher who will either be charged with the Monitor's extra instruction or will always be present thereat, or unless (3) other Female Monitors or pupils or some respectable female shall be present during the entire time devoted to such extra instruction. (c.) A Male Monitor will not be appointed or recognised in a school under a Female Principal.

179. (a.) The District Inspector recommending the appointment of a monitor, must certify that the teacher in whose school the monitor is to serve, is well qualified to instruct and train monitors in the art of teaching and the organization of schools, as well as to give them thoroughly efficient instruction in the subjects prescribed for the annual examinations, and (b.) that he has taken care to explain to the teacher (1) that he will not be permitted to employ the monitor in teaching for more than three hours each day; (2) that he will have to instruct him carefully along with the pupils of the school during the remainder of the daily school time; and (3) that he will be bound to give him extra instruction regularly in the Monitorial course for at least three-quarters of an hour each day on not less than five days of the week before or after ordinary school-hours, or for half an hour a day on five days, and two hours on Saturdays.

180. (a.) Should a school in which a Monitor is recognized fail to command the requisite average daily attendance, salary must be withdrawn from the end of the second consecutive quarter in which the falling off appears, unless there is evidence satisfactory to the Commissioners that the reduction was due to temporary and exceptional causes. (b.) The Commissioners reserve to themselves the right of cancelling the appointment of a Monitor whenever, for sufficient reason, they may see fit to do so. (Rule 195.)

181. (a.) Paid Monitors are appointed by the Commissioners upon the recommendation of the Inspectors, who are to select them by competitive examination from pupils eligible under the rules. (b.) A Monitor is appointed only for a particular school, and cannot be transferred, even temporarily, to another school without the express sanction of the Commissioners, which will be granted only under exceptional circumstances; but (c.) where a girls' school or a mixed school is associated with an infant school in the same premises, manager may allow the female monitors of each department to devote a portion of their time to teaching and practising in the other department.

182. The District Inspector, before recommending the appointment of a Monitor, is bound to confer with the Manager of the School as to the

character and general suitability of the candidate whom he has selected, and he is prohibited from recommending any candidate to whom the manager of the school objects. He should also be careful not to select any candidate to whom the teacher of the school entertains a reasonable and well-founded objection.

183. (*Omitted Rule.*)

184. (a.) Candidates for monitorship must be persons of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers. (b.) They must furnish a Registrar's certificate of date of birth or other satisfactory evidence of age, and a medical certificate of good health.

185. Inspectors, as a rule, should recommend for appointment as Monitors pupils who, at the commencement of their course (i.e. on the 1st of July), shall have completed their twelfth year of age,* and shall not have passed their sixteenth year. Candidates must have answered satisfactorily at the last Results Examination in the class in which presented, which should not be lower than the first division of the fifth class.

186. (a.) Paid Monitors may be examined as pupils and earn results fees as such (*but only on number 1 passes*) for each year of their service at the Results Examination of their schools. (b.) The attendances of Monitors, are to be recorded daily on the Rolls, and to be included in calculating the monthly, quarterly, and annual averages of pupils in attendance.

Gratuities for instructing Paid Monitors.†

187. (a.) Gratuities may be paid to teachers for instructing and successfully training paid monitors in the monitorial course according to the following rates:—

	£	s.	d.
For each monitor of 1st year a gratuity of	1	0	0
" 2nd " "	1	10	0
" 3rd " "	2	0	0
" 4th " "	3	0	0
" 5th " "	3	0	0

These gratuities will henceforth be paid annually, on the completion of each year of service, as soon as possible after the Commissioners shall have been satisfied that the prescribed conditions have been fulfilled.

188. *It is to be understood that if a monitor continues to give service in his School after the termination of his course, he will not be entitled to any remuneration for such service.*

189. (*Omitted Rule.*)

190. Paid monitors, unless prevented by illness, or other unavoidable cause, must undergo a yearly examination in the prescribed yearly courses.

191. (a.) The examination of monitors for their *first, second, and fourth* years of service, will be held in their schools at the Results Examinations; and on each occasion the monitors will have to exhibit to the Inspector *all* the exercise books written by them in the course of the year, and the females must also exhibit specimens of their needlework

* Pupils under 14 years of age can obtain a Registrar's certificate of date of birth for 6d. See Appendix, page 117.

† Teachers of Model Schools are ineligible for this class of gratuities.

Appendix.
Rules and
Regulations
of Commis-
sioners.

to afford proof that due attention has been given to the branches of needlework suited to their capacity. (b.) At the end of their *third* year of service they will be required to attend a special examination, and again, if continued (Rule 176 b) at the end of their *fifth* year they must attend the Teachers' Examination.

192. Monitors who pass their fifth year's examination satisfactorily will receive a certificate to that effect, and will be placed in the second division of the third class of National Teachers, but the classification will be forfeited unless the Monitor shall have been appointed to a Teachership in a National School, or shall have been admitted as a Queen's Scholar to a Training College, within two years from the termination of the period of service as Monitor.

193. (*Omitted Rule.*)

194. (*Omitted Rule.*)

195. The salary granted to a Monitor may be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or any other circumstance, render such a course desirable. (Rule 180.)

196. When a vacancy in a Monitorship occurs, whether before or on the expiration of a Monitor's term of service, it does not necessarily follow that a successor shall be appointed.

197. (*Omitted Rule.*)

Evening National Schools.

198. (a.) Teachers of Evening Schools are paid partly by salary, and partly by results fees. Evening Schools should, as a rule, be open three evenings a week for at least two clear hours each evening for secular instruction. (b.) The salary is 10s. per month for each teacher, for every month during which the school has been open, with an average monthly attendance of not less than twenty-five *bona fide* evening school pupils (i.e. pupils who do not attend any day school) for each teacher employed in the school.* (c.) An Evening School will not be examined for results fees unless it has been in actual operation as a National School for at least six continuous months, including ordinary vacations, immediately preceding the month fixed for the examination; and (d.) no attendances are to be taken into account except those made within these six months or any longer period of continuous operation.

199. (*Omitted Rule.*)

Agricultural National Schools.

200. Teachers of this class of Schools, competent to conduct both the Literary and Agricultural Departments, receive special Results Fees for Agriculture. (Rules 41 to 51, and pages 77-80.)

National Schools in which Industrial Instruction is given.

201. In National Schools where embroidery and other advanced kinds of needlework are taught in a special department, the amount of salary granted for giving such instruction is regulated by the nature of the work and the number of pupils engaged in it. (See Rules 52 to 54.)

Model Schools.

Scale of Salaries to Head Masters and Mistresses of Model Schools.†

202. Head masters may receive their class salaries, which may rise

* Teachers of Evening Schools heretofore in receipt of an annual salary under the old arrangement may retain such salary undiminished so long as the Commissioners see fit to continue it.

† For Salaries, &c., of the staff of Marlborough-street Model Schools, see Appendix, p. 87

by £5 per annum, until the salary amounts to £100, should they be reported faithful and efficient in the discharge of their duties.*

203. Head mistresses may receive their class salaries, which may rise by £2 10s. per annum, on the same condition as in the case of masters, until the salary amounts to £75.

204. Principals are allowed also a portion of the school fees, and also of the results fees.†

Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.‡

205. An assistant master receives his class salary, a supplemental salary of £20, and a certain proportion of the school fees and results fees.

206. An assistant mistress receives her class salary, a supplemental salary of £16, and a certain proportion of the school fees and results fees.

207. (Omitted Rule.)

208. (Omitted Rule.)

209. (Omitted Rule.)

Paid Monitors and Pupil-Teachers in Model Schools.

210. (a.) The same regulations as to appointment, qualification, salary, and period of service, apply to Monitors in Model Schools as to those in Ordinary Schools. (b.) Pupil-teachers will be appointed henceforth only from the 1st July in each year.

211. In the case of Pupil-teachers resident at Model Schools, an allowance at the rate of £26 a year is granted to the Master for the board, &c., of each.

212. Extern Pupil-teachers, male and female, are allowed at the rate of £26 a year each, in lieu of board, &c.§

GRATUITIES.

Gratuities to Pupil-Teachers in Model Schools.

213. An annual gratuity not exceeding 30s. may be awarded to pupil-teachers (of first year) for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

214. Pupil-teachers who may be retained for training for a second year, will be allowed a gratuity of 30s. a quarter, as reward for good conduct, &c.

215. (a.) These gratuities are granted on the recommendation of the Head and District Inspectors. (b.) Travelling Expenses are allowed to Pupil Teachers.§

216. }

217. } (Omitted Rules.)

218. }

Retiring Gratuities.—Old System.

219. (a.) The Commissioners grant retiring gratuities to deserving teachers of National schools when, from old age or infirmity, they are obliged to retire. (b.) The gratuity is calculated at the rate of one year's salary from the Board, for ten years' service. (c.) This rate is subject to reduction. (d.) No teacher is eligible for the gratuity whose service, as a National teacher, is less than ten years.

220. (a.) In each case the gratuity is paid only with the express sanc-

* In case of head masters of Model Schools residence, fuel, and light are provided, or in lieu thereof, in some cases, allowance for house-rent, &c.

† Supplemental salaries are available in special cases under prescribed conditions.

‡ For salaries, allowances, &c., to the staff of the Marlborough-street Model Schools, see Appendix, p. 87.

§ See Appendix, p. 87.

Appendix. tion of the Lords of Her Majesty's Treasury. (b) Should the teacher die before payment of Retiring Gratuity has been made, no payment thereof can be made to his or her representatives.

Rules and Regulations of Commissioners. These Rules (219 and 220), apply only to Teachers who, having been in the service at the time of the passing of the National School Teachers' Act of 1879 (42 & 43 Vict. cap. 74), decline to submit to deduction from their Salaries for Pensions. (c) Under no circumstances can a teacher who received a Retiring Gratuity or a Pension be re-admitted to the service of the Board.

PENSIONS AND GRATUITIES TO TEACHERS UNDER THE PENSIONS ACT.

220A. The following is an abstract of the principal provisions of the National School Teachers' Act (42 & 43 Vict. cap. 74):—

"Whereas it is expedient to make provision for the superannuation of the teachers of National Schools in Ireland, the Commissioners of Education shall deduct in the prescribed manner from the salary* paid by them to every classed teacher entitled to the benefit of this Act, the amount which they are required to deduct in each case, in accordance with the provisions of the Schedule to the Act.

"It shall be lawful for the Lord Lieutenant, with the consent of the Treasury, to grant to any classed teacher of a National School in Ireland, on his retirement from the service, a pension or gratuity according to the scale, and subject to the provisions contained in the Schedule to this Act, chargeable upon the Pension Fund, and to be paid in the prescribed manner.

"If any question arises as to the claim of any person or class of persons for a pension or gratuity under this Act, it shall be referred to the Treasury, whose decision shall be final.

"From and after the commencement of this Act, every classed teacher of a National School shall, unless permitted by the Commissioners of Education to continue in the service, retire at the age of sixty-five years in the case of males, and at the age of sixty years in the case of females.

"At any time after the passing of this Act, the Treasury, with the consent of the Lord Lieutenant, may from time to time make rules for the administration of the Act. Copies of all such rules shall be laid before both Houses of Parliament within fourteen days from the date thereof, if Parliament is then sitting; and if not, then within fourteen days from the next re-assembling of Parliament.

"The Schedule to this Act shall be construed and have effect as part of the Act. The rules in the Schedule may from time to time be revoked, varied, and added to by the Lord Lieutenant, with the consent of the Treasury."

Revised Rules under Pensions Act.—For Rules under Act 42 & 43 Vic., cap. 74, for the administration of the Teachers' Pension Fund, as revised by His Excellency the Lord Lieutenant, with the consent of the Lords Commissioners of Her Majesty's Treasury, 11th December, 1885, see Appendix, page 99.

Application to join Pensions Scheme.—A teacher having signed an application to be admitted to the new scheme, by which he became eligible for a pension, cannot withdraw from that scheme and receive a gratuity under Rule 219.

220B. *Re-employment of Teachers.*—Every teacher applying for re-employment after interruption of service, shall:—

- (a.) If such interruption has lasted less than five years, reckoned from the date of quitting one appointment and entering upon another, have the option of resuming the payment of premiums upon the terms of Rule 31 of the Rules of 11th December, 1885, for the administration of the Pensions Act. (See Appendix, page 99.)

* Premiums for the Pension Fund must, in cases where no salary is payable, or if payable is insufficient, be deducted from any other periodic payments made to Teachers by the Commissioners from moneys provided by a vote of Parliament.

- (b.) If such interruption, reckoned as aforesaid, has lasted more than five years, but less than ten years, he shall be regarded for all the purposes of the said Act as a teacher appointed for the first time, his past premiums, if not already repaid to him, being treated as so much to his credit, until exhausted in payment of the new premiums.
- (c.) Every teacher falling under subhead (b) of above Rule, shall produce certificates from the Commissioners of National Education that he has satisfied them as to his health, in the same manner as if he were appointed for the first time.

Appointed.
Rules and
Regulations
of Com-
missioners.

GOOD SERVICE SALARY.

221. Teachers now in enjoyment of good service salary will continue to receive, subject to the recommendation of the Head and District Inspectors, the same rate annually as that awarded for the year ended the 31st March, 1872, but no new grants of salary of this class will be made.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

Nature and Extent of Grants, and Conditions on which made.

222. (a.) The Commissioners furnish gratuitously to each School a First Stock of certain School Requisites, in proportion to the attendance of Children. (b.) And when an unsuitable School-house has been replaced by a suitable one erected from private funds, or when a considerable sum derived from private contributions has been expended in enlargement or structural improvement of a School-house, the Commissioners may, on the recommendation of the District or Head Inspector, grant a Free Stock of School Requisites. (c.) These Requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on no account to be sold or taken out of the School.

223. The Commissioners require that an adequate Stock of Books and other Requisites—approved of by the Commissioners—shall be purchased for the use of the School, and for sale to the pupils.

224. When Books, &c., purchased from the Commissioners are sold to the children attending a National School, it is directed that in no case shall any advance be made on the prices fixed by the Commissioners; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

Instructions to be observed in regard to School Requisites.

225. All applications for Books, School Requisites, and Apparatus, must be signed by the Manager, and be accompanied by a Post-office or Bank Order, or Cheque for the amount, in favour of J. C. TAYLOR, PAYABLE IN DUBLIN ON DEMAND. All Money Orders, Cheques, &c., should be crossed to the "Account of the Paymaster-General, Bank of Ireland."

226. Half Notes, Cash, Postage Stamps, Orders or Cheques drawn on Country Banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

227. When a Post Office Order or Letter of Credit is transmitted, and the amount thereof is under TWENTY SHILLINGS, the cost of the remittance must be paid by the person applying for same; but if the sum amounts to TWENTY SHILLINGS, or above, the cost of the remittance will be allowed, and Requisites given for the full amount PAID.

228. The Patron or Manager should not sign any Application for

Appendix A.
Rules and
Regulations
of Commis-
sioners.

Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the school for which the application is made.

229. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which School the Books, &c., are required; and if for both, two forms should be used.

230. Parcels will be forwarded per Rail, carriage free, to any Railway Station in Ireland, also to

Achill.	Cahersiveen.	Dageet.	Kenmare.	New Ross.
Ballybore.	Caherdaniel.	Dundunaghy.	Killybegs.	Schull.
Ballinamore.	Castletown Bere.	Glenties.	Kilrush.	Swinsford.
Ballinacree.	Cillilea.	Glengariff.	Miltown Malbay.	Saarn.
Bellinabregh.	Dingle.	Glin.	Miltown (Tinn).	Tallow.
Bicatington.	Donegal.			

231. The parcels will also be sent, at Manager's desire, by any other Conveyance, as Boat, Coach, &c., but at the Manager's own expense and risk.

232. They will be delivered free of charge at any address within the boundaries of the City of Dublin.

233. They will be delivered, when so desired, at the Education Office, between the hours of 10 and 4 o'clock, to a Carrier or Messenger from the Manager. The Manager must in this case send an Order on the Storekeeper for them.

234. An advice of the transmission of the Parcels will be sent to the Manager on the day of forwarding, and an Order on the Station Master for their delivery.

235. (Omitted Rule.)

236. The Commissioners do not supply Books, Requisites, or Apparatus to the public, or to Schools not connected with the Board of National Education.

237. The amount of each Invoice of Requisites must be inserted in the Daily Report Book of the School, and the Invoice itself be preserved for the examination of the Inspector, who will be required to report whether the Articles in the School correspond with the Invoice, and are in a good state of preservation.

GENERAL INSTRUCTIONS TO MANAGERS AND CORRESPONDENTS.

238. Persons desirous of obtaining aid from the Commissioners of National Education towards the support of a School, will, upon intimating to the Secretaries their desire, be furnished with the Forms upon which their application must be laid before the Commissioners; and, as a general rule, grants of salary made thereon cannot commence from an earlier date than the first of the month in which such Application Forms are returned to the Office.

239. Applicants for aid are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing Regulations, nor can they grant any aid unless they have sufficient funds for the purpose. (Rule 131.)

240. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

241. The Managers of National Schools are required to comply with the following Regulations respecting the payment of Salaries, Gratuities,

&c., to Teachers, as the Lords of Her Majesty's Treasury and the Comptroller and Auditor-General will not sanction any payments which are not in accordance with these Rules:—

Appendix A.
Rules and
Regulations
of Commis-
sioners.

- (a) The Quarterly Returns furnished in connexion with the claims for payment of salaries, must be examined and checked by the local Manager, and the Certificate printed at foot of such Returns must be signed by him without alteration.
- (b) If a Manager finds it necessary to be absent from the locality at the close of the Quarter, some suitable person resident in the locality should, previously to his leaving, be nominated for the approval of the Commissioners as "Manager *pro tem.*" Otherwise, delay in the payment of the salaries or results fees may take place.
- (c) Where payment of Teachers' claims would otherwise be delayed owing to the illness, death, or removal of the recognised Manager, or to other exceptional causes, the amounts due may, in such cases, be paid through the District Inspector, or through any respectable resident, approved by the Board, who will undertake to certify and sign the usual Returns to be furnished for the school.
- (d) Every claim for Salary must be signed by the Teacher who is to receive the amount therein specified, and unless under exceptional circumstances must also be certified by the Manager of the School.
- (e) Whenever a Manager advances money to a Teacher on account of Salary payable by the Commissioners of National Education, he should take a Receipt for the same (stamped if the amount be £2 or upwards), stating that it is on account of such Salary, in order to have a proper Voucher to produce to the Education Office for repayment.
- (f) If a Teacher leave a National School, and authorize the Manager or some other person to receive payment of money accruing to him from the Board, such authority must be given in writing, or the amount will not be paid.
- (g) Teachers newly appointed, receive salary only from the date of commencing duty. (*See Rule 163 d.*)

242. If a Teacher die intestate, or if letters of administration be not taken out, payment will be made to the next-of-kin on making a declaration before a magistrate or clergyman, who is not the manager of the school where the money was earned, according to a form that will be supplied to the applicant, that he or she is the next-of-kin, and is entitled to receive any balance of pay awarded to the deceased, and further, that the total value of the assets of the deceased does not exceed the value of one hundred pounds, and that the death-bed and funeral expenses of the deceased have been discharged.

243. (a.) The Commissioners, as a rule, will not correspond directly with Teachers of National Schools. (b.) Official forms, however, may be forwarded direct to Teachers from the Education Office.

244. (a.) Should a Teacher have any well-grounded cause of complaint against the Manager of the School, such Teacher may submit a statement of the case to the District Inspector, who, after due inquiry, if necessary, will refer it to the Board for consideration. (b.) Should any Teacher feel himself aggrieved by the conduct of the Inspector, he can make his appeal through the Manager of the School, and it will receive attention from the Commissioners; or (a.) if the matter of complaint should affect both the Manager and the District Inspector, the Teacher is then at liberty to submit his case in writing to the Commissioners, who will, if necessary, direct one of the Head Inspectors to examine into and report upon it, for the information of the Commissioners.

Appendix.
Rules and
Regulations
of Commis-
sioners.

245. Under ordinary circumstances, no attention can be paid to "anonymous" communications.

246. Correspondents are requested to attend to the following directions, viz. :—

(a.) To write at the head of any letter addressed to the Office, the Name and Roll Number of the School referred to, the District, and the County in which it is situated.

(b.) To make communications on different subjects in separate letters.

(c.) To state in every case the writer's Post Town; and in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and address in full.

(d.) In replying to an Official letter, to quote its number and date.

(e.) It is particularly requested that all letters may be written clearly, and on paper of Foolscapsize, or, at least, large-sized letter-paper.

(f.) Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.

(g.) All letters or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board—such communications to be directed thus :—

The Secretaries,

Education Office,

Marlborough-street,

Dublin.

REVISED REGULATIONS regarding AID towards providing TEACHERS' RESIDENCES, in connexion with NATIONAL SCHOOLS.

LOANS.—(See Acts 38 & 39 Vic., ch. 82, 1875, and 47 & 48 Vic., ch. 45, 1884.)

Loans for
Residences.
Vested and
Non-Vested
Schools.

Vested and Non-Vested National Schools.

247.—I. The Commissioners of Public Works, subject to such rules and regulations as may from time to time be made by the Lords Commissioners of Her Majesty's Treasury, may make loans in such cases as they may judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of any dwelling-house, for a residence for the teacher of a National school, provided that the amount of any such loan shall not exceed Two Hundred and Fifty Pounds.

II. Every loan shall be repaid by the payment of an annual sum of Five Pounds for every One Hundred Pounds of such loan from time to time advanced, and so on in proportion for any less amount, and be payable for the term of Thirty-five years, to be computed from the date of the advance in respect of which the said annual sum shall be charged, such annual sum to be paid by equal half yearly payments, on the Fifth day of April and the Tenth day of October in every year during the said term of Thirty-five years; but it is also provided that the amount of such annual sum may, by agreement, be increased to such amount as will repay the sum so advanced sooner than the said period of Thirty-five years.

III. To secure the repayment of any such loan, the Commissioners of Public Works, if they deem it necessary, may require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of said Commissioners.

IV. The Commissioners of Public Works may insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby repayment of such loans shall be secured. *Appendix A.*

V. Mortgages, bonds, obligations, securities, contracts, and agreements in connexion with such loans, are exempt from stamp duty. *Rules and Regulations of Commissioners.*

243. The following RULES and REGULATIONS for LOANS have received the approval of the LORDS COMMISSIONERS of HER MAJESTY'S TREASURY:—

1. That the dwelling shall be for the accommodation of the principal teacher of a National school. *Regulations as to Loans for Residences.*

2. The dwelling shall not be situated more than a statute mile from the school of the teacher whom it is intended to accommodate.

3. The Commissioners of National Education, so long as the dwelling is in their judgment used *bona fide* as a residence for the principal teacher of a National school, conformably to the following Rule 4, and is in their judgment kept in suitable repair, will contribute half the annual instalment payable in reimbursement of the loan advanced by the Commissioners of Public Works. The borrower will accordingly be required to pay to the Board of Public Works, on conditions being fulfilled, only a moiety of the rentcharge.

4. The teacher under no circumstances is to be charged a higher rent per annum than two and a-half per cent. of the loan advanced by the Board of Works; but it is the earnest wish of the Commissioners of National Education, and it was their intention in promoting legislation on the subject, that the moiety locally payable in respect to the loan may be paid by the Manager of the school, or by the parties interested in the school, so as to secure a "Free Residence" for the teacher.

5. Application for a loan is to be made to the Commissioners of National Education on an application form. If the Commissioners of National Education deem the case satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works.

6. The Commissioners of National Education will not be prepared to sanction any dwelling as a teacher's residence which shall not comprise at least one sitting room, three bed-rooms, a kitchen, and the usual out-offices.

7. Every application must be accompanied by an Ordnance sheet* (6-inch scale), showing by distinctive colouring the intended site, and also the lands or premises which are to form the security for the loan required, and by a map or diagram showing the position of the site with reference to the school-house with which the residence is to be connected.

8. Applicants may adopt the plans which have been prepared by the Board of Works,† and approved by the Board of National Education; or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretaries, Education Office.

9. When an existing building is proposed to be altered and adapted to the purpose of a teacher's residence, plans of the proposed alterations, with specification and estimate, will, in like manner, be required to be submitted for approval before a loan can be sanctioned.

* Ordnance Sheets can be obtained from Messrs. Thom & Co. (Limited), Abbey-street, Dublin—Price 2s. 4d.; or from Messrs. Hodges and Figgis, Grafton-street.

† The Board of Works have prepared three designs for teachers' residences, of which the following are the respective estimates:—

Design No. 1,	•	•	•	£250.
" 2,	•	•	•	£225.
" 3,	•	•	•	£200.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

10. The quality of all work and materials used in the buildings will be required to be sound, good, and durable.

11. The works will be required, if possible, to be carried out under contract, and strictly according to the plans and specifications which have been approved and deposited with the Commissioners of Public Works.

12. The buildings will be required during the period over which the repayment of loans is extended to be kept in good and sufficient repair, and a guarantee given to that effect; and they will be required to be open at all times to the inspection of the officers of the Commissioners of Public Works, or those of the Commissioners of National Education.

13. The Lords of Her Majesty's Treasury decline to sanction loans for the purchase of houses already occupied as teachers' residences, but they sanction loans for the enlargement and structural improvement of such houses on the same footing as new residences, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

14. The Commissioners of Public Works are prepared to make loans on the above conditions, to provide teachers' residences in connexion with all National schools; but in the case of vested National Schools the site for the proposed residence must be distinct from the ground leased for the school premises, so as to be legally chargeable as security for the loan.

GRANTS.

Vested National Schools.

Grants for
Residences.

249. The Commissioners of National Education will be prepared to make Grants towards the cost of erection, or for the enlargement, structural improvement, or purchase of dwelling-houses for residences for the teachers of all *Vested National Schools* on the following conditions, viz. :—

I. The site must be demised free of rent, or at a nominal rent, for a term of at least 61 years, or for 3 lives and 31 years concurrent; and must not be distant more than one statute mile from the school.

II. The grant may be for half the cost of the erection, improvement, or purchase of the dwelling-house, provided such moiety shall not exceed the sum of £100. In case the whole amount should exceed £200, the excess must be borne by the applicant.

III. In all cases where it is proposed to erect or improve dwellings, the plans, specification, and estimate of the proposed works must be forwarded with the application for a grant to the Commissioners of National Education, who, if approving of the plans, will forward them with their approval to the Commissioners of Public Works. The Commissioners of Public Works are required to object to particulars showing bad construction, or unnecessary cost, or insufficient light, drainage, or ventilation. Applicants for grants may adopt the plans which have been prepared by the Commissioners of Public Works, and approved by the Commissioners of National Education,* or they may submit their own designs.

IV. The Commissioners of Public Works on examination of the plans, specification, and estimate for such works, and approval thereof, will determine the value of the work and the amount of the grant which can be made in respect thereof, and communicate that amount to the Commissioners of National Education; and on the due completion of the residence will pay the stipulated sum. In like manner where it is proposed to purchase a building, the Commissioners of Public Works will determine its suitability and value.

* See note (f) page 41

V. The residence shall be exclusively employed for the occupation and use of the teacher actually for the time being in charge of the National school in connexion with which it has been erected.

VI. If a teacher's residence is to be built on ground already vested for National school purposes, a grant of one-half the cost (up to £100) is the only form of aid available, and the Commissioners must be satisfied with the tenure.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

Works to be done at Teacher's Expense.

N.B.—The Commissioners expect that all teachers will have done at their own expense the following, viz.:—Limewashing; cleaning and repairing glass; cleaning privies and ashpits; gravelling yards and walks, and keeping surface channels in order; sweeping chimneys; making good damage arising from carelessness or neglect; maintaining fences and gates, except damages from lapse of time;—and in cases of residences built by grants for teachers of National schools vested in the Board of National Education or in trustees, the Commissioners will inflict such penalty as they may deem adequate, if the teacher fails to fulfil these conditions.

Repairs,
&c., of
Residences.

Non-vested National Schools and Training Colleges.

RULES AND REGULATIONS AS TO LOANS.

(Act 47 and 48 Vict., cap. 22, 1884.)

SUMMARY OF THE PROVISIONS OF THE ACT.

250. The above Act, 47 and 48 Vic., cap. 22, provides that:—

The Commissioners of Public Works subject to such rules and regulations as may from time to time be made by the Lords Commissioners of Her Majesty's Treasury, may make loans in such cases as they judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of a house to be used as a Non-Vested National School or Training College; or in the enlargement or structural improvement of any existing Non-Vested National School, or Training College; or in the acquisition or improvement of a farm not exceeding twenty-five acres in extent, connected with a Non-Vested National School or Training College, to be used for the purpose of agricultural instruction; or for the purpose of discharging any debt due and incurred before the 19th day of May, 1884, in the erection, enlargement, structural improvement, or purchase of a house to be used as a Training College.

Loans for
Schools and
Colleges.

Such loans shall only be made on the recommendation of the Commissioners of National Education.

When any loan is made under this Act the Commissioners of Public Works may, from time to time, if they think fit, insure against damage by fire all buildings charged with the repayment of such loan in such Insurance Office and for such sum as the Commissioners think fit, and all premiums paid on account of such insurance shall be deemed to be included in every charge and security whereby the repayment of such loan is secured, and shall be forthwith recoverable in like manner as such instalment of the rentcharge payable in respect of such loan.

Every loan which shall be made under the provisions of the Act shall be repaid by the payment to Her Majesty of an annual rentcharge at the

Appendix A.
Rules and
Regulations
of Commis-
sioners.

rate of five pounds for every hundred pounds advanced on account thereof, and so on in proportion for any less amount, and such rentcharge shall be payable for the term of thirty-five years; and all lands on which any house, or building, may stand which is erected, enlarged, improved, or purchased wholly or partly by means of a loan under this Act, and any such house or building, and any other land acquired or improved, wholly or partly, by means of a loan under this Act, shall be charged with the payment of such loan; and so far as is consistent with this Act, all the provisions of the Landed Property Improvement (Ireland) Acts relating to loans, and the priority, repayment, and recovery thereof, and otherwise, shall apply to loans made under this Act; and the priority, repayment, and recovery of such loans, and otherwise, in relation thereto, and the said Acts and this Act shall be read together and construed as one, save so far as this Act may be inconsistent with those Acts, or any of them.

To secure the repayment of any such loan, the Commissioners of Public Works may further, if they think fit, for the purpose of securing the repayment of a loan under this Act, take the security of at least three persons, of whose sufficiency and solvency the said Commissioners are satisfied, such security to be subject to such conditions as the said Commissioners think proper.

The following rules and regulations for loans under the above Acts have received the approval of the Lords Commissioners of Her Majesty's Treasury:—

LOANS FOR NON-VESTED SCHOOLS.

1. Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

2. Every application must be accompanied by an Ordnance sheet (6-inch scale*), showing by distinctive colouring the site, or intended site, of the school, and also the lands or premises which are to form the security for the loan required, and, in cases where it is proposed to acquire a farm in connexion with a non-vested school, full information must be furnished as to the tenure, liabilities, and amount of purchase-money.

3. Applicants may adopt the plans for the erection of a school which have been prepared by the Commissioners of Public Works and approved by the Commissioners of National Education, or they may submit their own designs, together with specification and estimate for approval.

These official plans can be obtained by application to the Secretaries, Education Office, Dublin.

4. When an existing building is proposed to be altered and adapted to the purpose of a National school, plans of the proposed alterations, with specification and estimate, will, in like manner, be required to be submitted for approval before a loan can be sanctioned.

5. The following is a schedule showing the estimated cost of building school-houses on the plans which have been approved by the National Education Commissioners, and, unless under very exceptional circumstances, they will not be prepared to sanction a loan being made on a larger scale, in proportion to the number of children to be accommodated, than that set forth in this schedule:—†

* Where premises are situated in towns the Ordnance sheet of the largest scale that can be procured, is to be forwarded with the application. Ordnance Sheets can be obtained at Messrs. Thom & Co. (Limited), 87, Abbey-street, and Messrs. Hodges and Figg's, 104, Grafton-street, Dublin.

† The scale is undergoing revision by the Board of Public Works.

No. of Plan.			Estimated cost per child.	Description of School.
1	For any number of Children on the Rolls not exceeding	60	£ s. d. 3 15 0	Single school-room.
2	For any number of Children on the Rolls exceeding	60	75	do.
3	Do. do. do.	75	100	do.
4	Do. do. do.	100	120	do.
5	Do. do. do.	100	120	Two school-rooms on ground.
6	Do. do. do.	120	150	do. on ground.
7	Do. do. do.	120	150	do. two storeys.
8	Do. do. do.	150	200	do. on ground.
9	Do. do. do.	150	200	do. two storeys.
10	Do. do. do.	200	250	do. on ground.
11	Do. do. do.	200	250	do. two storeys.
12	Do. do. do.	250	300	do. on ground.
13	Do. do. do.	250	300	do. two storeys.
14	Do. do. do.	300	400	do. on ground.
15	Do. do. do.	300	400	do. two storeys.

The above estimate includes the cost of partition wall between the playground and the out-offices, but not the boundary fences and entrance gate, which must be specially estimated in each case.

The accommodation to be provided must be computed at six square feet per child on the rolls in school-room, and four and a-half square feet in each class-room, which is estimated to afford eight feet per child in average attendance in the school-rooms, and six feet in the class-rooms.

The loans will not be extended to cover the cost of ornamental work or materials, without the special sanction of the Commissioners of Public Works.

LOANS FOR TRAINING COLLEGES.

6. Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

In all cases where loans are sought for the erection of new buildings, or for the enlargement or structural improvement of existing buildings, the application must be accompanied by plans, specification, and estimate of the proposed works, and, in all cases where it is proposed to acquire a farm in connexion with a Training College, full information must be furnished as to the tenure, liabilities, and amount of purchase-money.

7. The Commissioners of National Education will not be prepared to sanction a loan for the building or improvement of any Training College that does not provide suitable accommodation, in respect of lecture halls, class-rooms, refectory, dormitories, lavatories, &c., with suitable exercise ground, and all necessary sanitary arrangements.

8. Every application must be accompanied by an Ordnance sheet (6-inch scale*) showing by distinctive colouring the site, or intended site, of the Training College, and also the lands or premises which are to form the security for the loan required.

Investigation as to sufficiency of plans, specification, and estimates; security for repayment and mode of issuing loans sanctioned under the provisions of the Act:—

9. If the Commissioners of National Education consider an application for a loan made in accordance with the foregoing instructions to be satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works. The Lords Commissioners of Her Majesty's Treasury decline to sanction loans for the purchase or acquisition of

* See note on previous page.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

premises or lands, already occupied for purposes of National Schools, Training Colleges, or Farms in connexion with same, but they will sanction loans for enlargement and structural improvement of National Schools or Training Colleges, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

Save as noted below, no loan can be made for the purpose of discharging any debt unless the sanction of the Treasury to such loan was obtained before the debt was incurred.*

Applicants are accordingly cautioned against proceeding with build- ings, or incurring liabilities in connexion with this Act, until they receive authority from the Commissioners of Public Works. To secure the repayment of any loan made under the provisions of this Act, the Commissioners of Public Works, if they deem it necessary, will require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Commissioners.

10. When the necessary information has been obtained by the Commissioners of Public Works, they will, on being satisfied with the plans, specification, and estimate, give public notice that the applicant has applied for a loan for the purpose stated, and take such further steps as may be necessary under the provisions of the Land Improvement Acts,† and when the loan has been sanctioned by the Lords Commissioners of Her Majesty's Treasury, and the Order for it shall have been duly registered and the Bond perfected, the Commissioners will authorize the applicant to proceed with the works.

11. The amount of the loan sanctioned will be issued in instalments as the works progress, on the certificate of the architect of the Commissioners of Public Works, a balance, however, being retained sufficient to cover the cost of completing the work.

12. The Commissioners of Public Works will insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby the repayment of such loan shall be secured, and shall be recoverable in like manner as any instalment of the rentcharge payable in respect of such loan.

13. The buildings will, in all cases, be required to be kept in good and sufficient repair during the period over which the repayment of the loan is extended, and a guarantee must be given to that effect; and the buildings must be open at all reasonable times to the inspection of the officers of the Commissioners of Public Works and those of the Commissioners of National Education.

14. If any non-vested National School or Training College, or Farm in connexion with same, established by loan under the provisions of this Act, ceases to be used as a non-vested National School or Training College, the Commissioners of Public Works reserve to themselves the power of calling in any portion of such loan that may be outstanding.

* A loan may, however, be made for the purpose of discharging any debt due and incurred before the 19th May, 1884, in the erection, enlargement, structural improvement, or purchase of a house to be used as a Training College, provided the purposes to which the amounts so raised have been applied are such as would warrant a loan of the same amount had these Rules been otherwise complied with.

† The provisions of the Land Improvement Acts apply to all loans made under the Act.

J. E. SHERIDAN, } Secretaries.
J. MORELL, }

Office of National Education,
Marlborough-street, Dublin,
1887.

APPENDIX TO RULES AND REGULATIONS
OF THE
COMMISSIONERS OF NATIONAL EDUCATION.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

I.

INSPECTORS OF NATIONAL SCHOOLS.

PROGRAMME OF EXAMINATION

OF

CANDIDATES for ADMISSION to the OFFICE of INSPECTOR of
National Schools.
1887.

OBLIGATORY SUBJECTS.

I. ENGLISH :—	Marks
Pennmanship,	200
Orthography,	200
English Composition,	300
Grammar and Language,	300
	1,000

Literature to consist of Bacon's Essays. Some of Edmund Burke's works—Vindication of Natural Society, On the Sublime and Beautiful, and Thoughts on French Affairs. Macaulay*—Essays on William Pitt, Earl of Chatham, and Life and Writings of Addison. Shakespeare*—King Lear and the Merchant of Venice. Milton*—Sonnets, L'Allegro, II Penseroso, Lycidas, and Books I. and II. of Paradise Lost.

* The Essays, Plays, and Poems may be changed from year to year.

II. SCHOOL ORGANIZATION :—

Joyce's Handbook of School Management,	400
--	-----

III. INTRODUCTION TO PRACTICAL FARMING, 300

IV. HULLAR'S MANUAL OF VOCAL MUSIC, 200

V. GEOGRAPHY :—

Sullivan's "Geography Generalized,"	500
---	-----

VI. HISTORY :—

English,	} 600
Greece (Smith's),	
Rome (Liddell's),	

VII. ELEMENTARY MATHEMATICS :—

Arithmetic,	600
Euclid, 1st, 2nd, 3rd, 4th, and 6th Books,	400
Algebra, including Quadratic Equations,	400
Trigonometry, to Solution of Plane Triangles only,	300
	1,700

VIII. PHYSICAL SCIENCES :—

Mechanics, with any two of the following subjects :—Hydrostatics, Pneumatics, Optics, Heat, Electricity,	600
--	-----

IX. (1)* LATIN :—

Livy—Books I., II., and III. Sallust. Virgil—Books I., II., and III. of <i>Æneid</i> . Horace—The Odes only, not to include their metrical construction,	500
--	-----

(2)* GREEK :

Xenophon—Book I. of <i>Anabasis</i> or <i>Cyropædia</i> , }	500
† Two Books of the <i>Iliad</i> and a Book of <i>Herodotus</i> , }	

(3)* FRENCH :—

Translations. Composition. Oral Questions,	500
--	-----

* A Candidate may take Latin, Greek, and French, but must take, at least, two of them.

† Candidate to be free to name Books.

E

Appendix.

Rules and
Regulations
of Commis-
sioners.

OPTIONAL SUBJECTS.

Marks.

LATIN AND GREEK, an extended Course,		600
(4) GERMAN,		500
(5) ITALIAN,		500
(6) HEBREW,		500
X. POLITICAL ECONOMY:—		
Adam Smith's <i>Wealth of Nations</i> , Books I., II., III., and V., with either of the following:—J. S. Mill, Books I., II., III., and V., or Fawcett's <i>Manual</i> , Book I., Book II., Chapters 3, 4, 5, Book III., Chapters 1, 2, 3, 6, and 8,		300
HIGHER MATHEMATICS:—		
Spherical Trigonometry, Theory of Equations, Elements of Differential and Integral Calculus,		600
English Literature,		500
XI. LOGIC:—		
Walker, omitting Chapters on Induction and Fallacies; and Whately's <i>Easy Lessons on Reasoning</i> ,		300

The Commissioners of National Education nominate the candidates who are to compete for the situation of Inspector.

Candidates are not nominated until a vacancy occurs. The occurrence of a vacancy is notified in the *Dublin Gazette*.

Candidates must be at least twenty-three years of age, and not more than thirty-four, except in the case of National Teachers, and Inspectors' Assistants, eligible to compete, who are admissible up to thirty-nine years of age.

Previously to obtaining a nomination the candidate must present himself before the Resident Commissioner, or one of the Secretaries, and must produce satisfactory evidence of age, of sound sight, of general good health, and of moral character and of regular habits.

A Fee of 2s will be charged by the Civil Service Commissioners to each Candidate undergoing this Examination.

The successful candidate will, at the end of a period not less than six months from the date of entering on his duties as Inspector, on probation, be required to examine, to the satisfaction of the Commissioners, teachers and pupils in the subjects prescribed for their examination in the several programmes.

II.

PROGRAMME OF EXAMINATION FOR INSPECTORS' ASSISTANTS.

	Marks.
A. Penmanship,	200
Orthography,	200
English Composition,	200
Grammar,	200
Literature, as contained in the Commissioners' Lesson Books,	200
Vocal Music, Hall's Manual,	200
Introduction to Practical Farming,	200
B. Geography: Sullivan's <i>Geography Generalized</i> , including chapters on History,	400
C. Elementary Mathematics:—	
Arithmetic,	400
Euclid, 1st, 2nd, 3rd, 4th, and 6th Books,	400
Algebra, including Quadratic Equations,	400
Trigonometry, to solution of Plane Triangles,	200
D. Physical Science:—	
Mechanics, with any two of the following subjects:—Hydrostatics, Pneumatics, Optics, Heat, Electricity,	
E. Easy Lessons on Reasoning,	200
F. Easy Lessons on Money Matters,	200
G. Joyce's Handbook of School Management,	200
II. Any one or two of the following languages:—	
Latin, Greek, French, Irish, German, Italian, } (Optional), 200 marks for each.	

Candidates will be selected from First Class Trained Teachers, and must be 23 and not more than 39 years of age.

III.

CONDITIONS of APPOINTMENT of NATIONAL SCHOOLMASTERS to INSPECTORSHIPS.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

1. Masters of National schools and Model schools will be entitled to obtain nominations to compete for Inspectorships on the following conditions:—

- (a.) The candidate shall not be over thirty-nine years of age.
- (b.) The reports received from the Inspectors upon his school must have been satisfactory.
- (c.) The Head and District Inspectors must jointly certify that the candidate's application to study, when preparing himself to compete for an Inspectorship, had not interfered with an efficient discharge of his duty to his scholars.
- (d.) The Head and District Inspectors must also certify that the candidate's health, habits, disposition, and power of work, fit him for the office of Inspector.

2. A Master who desires to obtain a nomination must apply through his Manager to the Secretaries of the Board. If the conditions (a), (b), (c), and (d) be satisfactory, an intimation will be made to his Manager as to the time and place of examination. If any of the certificates be unsatisfactory, the Manager will be informed that he cannot obtain a nomination.

3. If a Master fail on his first competition to win an appointment, he will be entitled to a second nomination should his first examination indicate merit, provided he fulfil the conditions (a), (b), (c), (d), in the same manner as if the new nomination were a nomination in the first instance.

A third nomination will not be given to any candidate.

IV.

ORGANIZING TEACHERS.

The Commissioners appoint certain teachers, whose office is to undertake the organization of large and important schools and to prepare the teaching staff of such schools for the better discharge of their duties.

V.

TEACHERSHIPS of MODEL SCHOOLS under the direct management of the BOARD of NATIONAL EDUCATION.

PROVISIONS OF COMPETITIVE EXAMINATION.

The Commissioners of National Education have decided that all appointments to teacherships in the Model schools under the direct management of the Board, shall be determined by competition, on the following conditions:—

HEAD TEACHERSHIPS.

- 1. The maximum age for Candidate Masters to be forty-five, and for Candidate Mistresses thirty-five years.
- 2. No teacher who has not been trained in a recognized Training College to be eligible for candidature—
 - (a.) Who is under first division of second class.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

- (b.) On whose school (or division of a school, if only an assistant) the reports of the Inspectors for the previous three years are not satisfactory;
(c.) Or who fails to obtain a favourable report from the Head Inspector in reference to the following subjects :—

State of School as regards—	Proficiency of Pupils in—
Discipline,	Arithmetic,
Cleanliness,	Geography,
Proficiency of Pupils in—	Grammar,
Reading,	Extra Branches (at least two)
Writing,	

(d.) For every year of satisfactory service after the first three years of service, ten marks for good service will be given. The highest marks, however, available for good service will be 100, to obtain which a candidate must, accordingly, have served for thirteen years.

3. The examination will be a written one.

4. The questions for candidate Head Teachers will be the same as those for first division of first class, with the addition of Reasoning (for males). No Candidate can be appointed unless upon creditable answering.

ASSISTANTSHIPS.

5. The maximum age for Candidate Assistant Masters to be thirty-five and for Candidate Assistant Mistresses, thirty years.

6. In the case of Candidates for Assistantships no limitation as to classification is prescribed, but every Candidate must have been trained in a recognized Training College.

7. If Candidates for an Assistantship be teachers or assistant teachers in ordinary National schools, the reports as to their efficiency for the previous three years must have been satisfactory.

8. The marks for good service will be determined as follows :—For every year of satisfactory service, commencing with the first appointment of the candidate to the principalship or assistantship of a National school, ten marks will be given. The highest marks, however, available for "Good Service" will be 100, to obtain which a Candidate Assistant must, accordingly, have satisfactorily served ten years.

9. The Questions for candidate assistants will be of the second class, with the addition of Reasoning (for Males), History, and Composition. No Candidate can be appointed unless upon creditable answering.

GENERAL REGULATIONS.

10. The Inspectors are to notify this arrangement to the teachers whom they consider eligible upon the general conditions already laid down.

11. When the Inspector receives the applications of candidates, he will furnish in due course a list of their names, &c., to the Education Office.

12. The examination will be held at the ordinary annual examination each year.

13. A return of the answering of the several candidates will be presented to the Board as soon as possible after the occurrence of the examination.

14. The candidate obtaining the highest number of marks will be appointed to the first vacancy, if of the religious denomination appointed for the vacancy; and vacancies occurring subsequently throughout the

year, will be filled up by the appointment of the candidates next, under *Appendix* like condition, in order of merit.

15. The Commissioners reserve to themselves the right of dispensing with the services or of causing transfers of head teachers or assistant teachers of Model schools from one Model school to another.

Rules and
Regulations
of Commis-
sioners.

VI.

PROGRAMME of EXAMINATIONS for TEACHERS.

Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study in which is stated the minimum of proficiency required for each class. The questions, except on Classics, French, Irish, Botany and Drawing will be such that they may be answered from the books on the Board's list. Programmes as herein modified will not come into operation until the Examinations of 1898, except as stated in (5) page 53.

THIRD CLASS TEACHERS.

Candidates for third class must be prepared for examination in the following subjects:—

- | | |
|---|--|
| 1. Reading and Explanation, and subject-matter of the Lesson Books. | 8. Algebra for males (optional for females). |
| 2. Spelling and Spelling Book Superseded. | 9. Agriculture for males (optional for females). |
| 3. Penmanship. | 10. Book-keeping for males (optional for females). |
| 4. English Grammar, including Parsing and Derivations, and Composition. | 11. { Plain Sewing, } for females. |
| 5. Geography and Outline Maps. | 12. { Knitting, } |
| 6. Arithmetic.* | 12. Methods of Teaching, School Organization, &c. |
| 7. Geometry and Mensuration for males (optional for females). | |

In preparing for this examination, Candidates—

(1.) Should endeavour to acquire a pleasing and intelligent style of reading, both prose and poetry; and a thorough acquaintance with the subject-matter of all the Lesson Books.

(2.) Should be expert in writing from dictation, and should make themselves thoroughly acquainted with the Spelling Book Superseded.

(3.) Should be able to write a good hand.

They should also be well acquainted—

(4.) With the English Grammars on Board's list, and with the principal roots, prefixes, and affixes employed in forming derivative words, and should also be able to write with correct grammar and composition a simple letter on any suggested subject.

(5.) With the maps of the World, the Continents, England, Ireland, and Scotland; with so much of the Geography as relates to these maps; with the Geography Generalized to end of Chapter VIII., omitting Chapter V., and be able to draw from memory an outline map of Ireland, and fill in the principal places and features.

(6.) With the rules of mental calculation; and be able to work on paper questions on any rule of arithmetic.

(7.) With the First and Second Books of Euclid's Elements, and with the corollaries in Casey's edition. The Mensuration of Surfaces.

(8.) With the elementary rules of Algebra, Fractions, Extraction of Square Root, greatest common measure, least common multiple, the solution of Simple Equations, and easy Quadratic Equations.

(9.) With the Introduction to Practical Farming.

(10.) With the Board's Treatise on Book-keeping.

* Female teachers will not be examined in Evolution, Progression, Series, Fellowship, Exchange, Logarithms; and male candidates for second or third class will not be examined in Logarithms.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

- (11.) Female candidates should be proficient in plain sewing and knitting, and be able to cut out any article of a female's ordinary apparel.
 (12.) With Joyce's Hand-book of School Management; the method of keeping the school-accounts; and the Rules and Regulations of the Commissioners.

SECOND CLASS TEACHERS.

Candidates for second class must be prepared for examination in the following subjects:—

- | | |
|--|--|
| 1. Spelling and Spelling Book Superseded. | 8. Mechanics <i>for males</i> (optional for females.) |
| 2. Grammar and Composition. | 9. Book-keeping. |
| 3. Lesson Books. | 10. Agriculture <i>for males</i> (optional for females.) |
| 4. Geography. | 11. Methods of Teaching and School Organization. |
| 5. Arithmetic.* | |
| 6. Geometry and Mensuration <i>for males</i> (optional for females.) | |
| 7. Algebra <i>for males</i> (optional for females.) | |

For the purposes of this examination, Candidates—

- (1.) Should be well acquainted with the Spelling Book Superseded.
- (2.) The Lesson Books; and
- (3.) The English Grammars on the Board's list, and English Composition; and with
- (4.) Geography, including the first ten chapters of the Geography Generalized, and outline maps of England, Ireland, Scotland, and the Continents.
- (5.) The Principles and Practice of Arithmetic.*
- (6.) First, Second, and Third Books of Euclid, with the corollaries and the exercises following the several propositions of Book I., Casey's Edition. (NOTE.—The exercises at end of Book I. are not included.) Mensuration of Surfaces.
- (7.) The solution of Quadratic Equations, in addition to course prescribed for Third Class Teachers.
- (8.) Elementary Mechanics, as contained in Vol. I. of Board's Treatise.
- (9.) The Board's Treatise on Book-keeping.
- (10.) The Agricultural Class Book.
- (11.) Joyce's Handbook of School Management.

FIRST CLASS TEACHERS.

Candidates for first class must be prepared for examination in the following subjects:—

- | | |
|--|--|
| 1. Grammar. | 8. Algebra <i>for males</i> (optional for females.) |
| 2. Composition. | 9. Trigonometry <i>for males</i> (optional for females.) |
| 3. Geography. | 10. Natural Philosophy or Languages <i>for males</i> (optional for females.) |
| 4. History. | 11. Methods of Teaching, School Organization, &c. |
| 5. English Literature. | |
| 6. Arithmetic.* | |
| 7. Geometry and Mensuration <i>for males</i> (optional for females.) | |

Candidates must be well prepared in the following:—

- (1.) The English Grammars on the Board's list.
- (2.) English Composition.
- (3.) The entire of the Geography Generalized.
- (4.) History, so far as contained in the Lesson Books; and the Treatises on Geography on Board's list.

* Female Teachers will not be examined in Evolution, Progression, Series, Fellowship, Exchange, Logarithms; and male candidates for second class will not be examined in Logarithms.

- (5.) A selected portion of English Literature, which may be altered from year to year. For the examination of 1887, Julius Caesar; and for 1888, The Deserted Village, and The Traveller (Goldsmith). An accurate critical knowledge of the pieces selected will be required. *Appendix A.*
Rules and
Regulations
of Commis-
sioners.
- (6.) The Principles and Practice of Arithmetic.
- (7.) The First, Second, Third, Fourth, and Sixth Books of Euclid, and the definitions of the Fifth Book, with the Corollaries and the Exercises following the several propositions of the Books specified (Casey's Edition). The Mensuration of surfaces and solids.
- (8.) Algebra (to the extent taught in first nine chapters of Thomson's treatise).
- (9.) Plane Trigonometry (the Board's Treatise).
- *(10.) Any three of the following courses:—(a.) Mechanics; (b.) Hydrostatics, Hydraulics, and Pneumatics; (c.) Heat and the Steam Engine; (d.) Light and Sound; (e.) Magnetism and Electricity; (f.) Inorganic Chemistry; (g.) Organic Chemistry; (h.) Agricultural Chemistry; (i.) Botany; (j.) Spherical Trigonometry; (k.) Greek; (l.) Latin; (m.) French; (n.) Irish.
- (11.) Joyce's Handbook of School Management.

Teachers seeking promotion to the first division of first class (to which a special rate of salary is attached) will be examined on the above programme; but on a special set of questions. This Rule will not take effect until the July Examinations of 1888.

VII.

The following are the programmes for Certificates of Competency to teach Greek, Latin, French, Irish, Vocal Music, and Drawing.

I. GREEK:—

1. Grammar.
2. Arnold's Greek Prose Composition, Part I.
3. Leading Events of Grecian History.
4. Xenophon's Anabasis, Books I. and II.; Demosthenes, Olynthiac Orations; Homer, Iliad, Books I. and XXII.

II. LATIN:—

1. Grammar.
2. Arnold's Latin Prose Composition, Part I.
3. Leading Events of Roman History.
4. Caesar, Books I. and II.; Livy, Books XXI. and XXII.; Virgil, Æneid, Books II. and IV.

III. FRENCH:—

1. Grammar—French Exercises and Composition.
2. Chambaud's Fables.
3. Telemachus, Books I., II., and III.
4. The Athalie of Racine.

* Teachers' Classification Certificates are sufficient to warrant payment of Results Fees for each branch of the programme, except those branches specified at paragraph (10). To give instruction in these subjects special certificates of competency will be required. But see note xv. (c), page 67.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

IV. IRISH :—

1. Joyce's Grammar.
2. To translate into Irish a short passage selected from the Third or Fourth National School Reading Book.
3. (a) The First, Second, and Third Irish Books (Society for the Preservation of the Irish Language.) (b.) "Tóruidheacht Dhiarmuda agus Ghráinne," Part I. (Society for the Preservation of the Irish Language.) (c.) Keating's "Foras Feasa ar Éirinn," Book I., Part I. (Gaelic Union).

N.B.—Candidates will be expected to identify the places mentioned in the texts, to answer questions on the subject-matter, and to be acquainted with the literature of the texts so far as it is set forth in the notes and introductions contained in the Text-books.

V. *VOCAL MUSIC.—(a.) Hullah's Manual, or (b.) the Tonic Sol Fa System: requirements of the Intermediate Certificate under the Tonic Sol Fa College. For the years 1887-8, 1888-9, and 1889-90, the Elementary Certificate, if the results be satisfactory, will be accepted.

VI. DRAWING :—

1. Outline Drawing from the Flat, of the same size, enlarged, or reduced, of such examples as are contained in Vere Foster's Drawing Books, E, G, F, I, Poynter's South Kensington Drawing Books, Second Grade, Gill's Second Grade Outlines, or Rawle's Second Grade Freehand Text-papers.
2. Drawing from Objects in Outline. Any common objects will be found useful for study, but the principles are best taught and learnt from Drawing models, consisting of geometrical and other solids.
3. Practical Geometry, Plane and Solid. Text-books—Vere Foster's, Burchett's, Gill's, or Rawle's Practical Geometry.
4. Perspective. Text-books—Burchett's, Hodges' or Dennis' Second Grade Perspective.

In addition to the above, shading from flat examples, shading from the round, and painting in water colours, will be found valuable to the Teacher.

VIII.

* KINDERGARTEN SYSTEM.

PROGRAMME FOR TEACHERS.

1. To know the leading facts in the life of Froebel, and how he came to form Kindergartens.
2. To answer questions selected from any part of the *Paradise of Childhood*.
3. To explain clearly Froebel's reasons for introducing each gift or occupation to young children.
4. To exhibit a clear comprehension of the fundamental principles recurring through the gifts, and their relation to each other.
5. To understand clearly the different lines and angles, and to show that this knowledge is absolutely necessary in order to carry out Froebel's ideas.

* A Certificate, satisfactory to the Commissioners, must be possessed by the teacher of Vocal Music or Kindergarten.

6. To take up any gift, and work out a lesson with a class.
7. To tell a simple story to a class, and lead the children to draw the proper lesson therefrom.
8. To be familiar with the little songs and games, and to be able to conduct a game.
9. To know the gymnastic exercises for infants thoroughly, and to go through any of the movements with children.
10. To give an object lesson on any subject chosen by the candidate herself.
11. To understand all the gifts, and to show specimens of the various occupations (including drawing copies) at examination.

*Appended.*Rules and
Regulations
of Commis-
sioners.

IX.

*HANDICRAFT.

PROGRAMME FOR MASTERS.

Students will be examined for Certificates—

- (a.) In Geometrical Drawing (Elementary).
- (b.) In Practical Geometry (Elementary), and in that portion of the Board's Treatise on Mensuration that deals with artificers' work.
- (c.) In Practical Handicraft, and knowledge of the materials and tools in common use, under the following heads:—

They will be required to be acquainted with the construction, peculiarities, and uses of the principal tools used in carpentry and joinery, and in any other handicrafts selected by the Candidate.

To be acquainted with the various kinds of nails and screws in common use, and to be expert in driving them.

To be acquainted with the chief technical terms used in the handicrafts selected by the Candidate. To be prepared to show intelligence and practical expertness in any five of the following (at the choice of the Candidate).

1. To prepare and use glue. To plane up the edges of two boards, and glue them together. To make a tenon and mortise joint. To make a simple dovetail joint.

2. To dowel two boards together, and strengthen them with glue. To rabbet and bead-mould two boards, and join them together, using ledger and either screws or nails.

3. To plane up, rabbet, and mitre-joint four pieces of wood, so as to form a frame for a tablet or picture.

4. To be acquainted with the several kinds of locks in common use, with their peculiarities. To put on a lock, using, if necessary, a board to represent door, box, &c. To take off an old lock. To take a lock asunder and put it together again.

5. To be acquainted with the several kinds of hinges in common use. To put on a hinge of any ordinary shape, using, if necessary, boards to represent door and jamb, box and lid, &c.

6. To be acquainted with the principal ways of scarfing and splicing. To splice any such thing as a broken broom-handle, rake handle, pointer, &c., securing the joint with screws or copper wire, or waxed cord. To make a half lap joint.

* A Certificate of proficiency in Handicraft must be obtained from a Training College, inasmuch as examination in this branch cannot be held wholly on written papers.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

7. To cut out and make a rail for a clothes rack screwing on the hooks. To be acquainted with the different kinds of hooks. To know how to fasten up a rail to a wall by simple plaster-nailing as well as by plugging. To understand the construction of several forms of piling.
8. To know the composition of hard and soft putty. To be able to cut glass, using either a diamond or an American glass-cutter. To hack out a broken pane and put in a new one.
9. To have some knowledge of the ingredients of the most important paints. To mix paint of any ordinary colour, and to paint with it. To understand staining. To prepare a board for staining; to stain, size, and varnish it.
10. To understand the nature of soldering. To tin a soldering iron. To do any plain piece of soldering, such as fixing in the loose handle of a tin vessel, soldering together two pieces of tin, brass, &c. To do plain riveting.
11. To mount a map with linen, roller, &c. To mount a travelling map for the pocket. To know how to make paste.
12. To mend a break in any common article of furniture—a chair, a gate, a school-desk, &c. To make any small simple article—a stool, a little box for pencils, a nail box, a drawing board, &c.

X.

DAIRYING.

(See page 70).

XI.

[N.B.—The following revised Programme will take effect from the 1st March, 1888, Examinations of Monitors previous to that date will be conducted according to the Programme published in 1885.]

MONITORS' PROGRAMME.

FIRST YEAR.

The ordinary programme of the class in which the monitor is enrolled as a pupil, and in addition the following special subjects:—

SPELLING.—Verbal distinctions, Classes I. and II.

LESSON BOOKS.—To recite correctly, and with taste, "My Birth-day," and "An Elegy written in a Country Churchyard."

GRAMMAR.—Orthography, and Etymology of Nouns, Adjectives, and Pronouns. To write a simple letter in proper form on any ordinary subject selected by the Inspector.

METHODS OF TEACHING.—(a.) *Joyce's Handbook*, "Reminders for Monitors," and "How to teach First Lesson Book." (b.) To teach a First Class short prepared lessons on two subjects* selected by the teacher.

GEOMETRY (Males).—Definitions and thirty-two propositions of First Book of Euclid.

ALGEBRA (Males).—Definitions, Notation, Addition, and Subtraction.

MUSIC (OPTIONAL).—*Hullah*, to page 22.

DRAWING (OPTIONAL).—Advanced outline from the flat.

SECOND YEAR.

The ordinary programme of the class in which the monitor is enrolled as a pupil, and in addition the following special subjects:—

SPELLING.—Verbal distinctions, Classes III., IV., and V.

* The subjects selected for teaching should be varied from year to year.

LESSON BOOKS.—To recite correctly, and with taste, "The Vanity of Human Wishes," "Charlemagne and The Bridge of Moon-beams," and "The Deserted Village," Part I.

GRAMMAR.—Orthography and Etymology.

METHODS OF TEACHING.—(a.) *Joyce's* Hand-book, as before, with "Discipline, Order, Cleanliness," and "How to Teach Second and Succeeding Lesson Books." (b.) To teach a *Second Class* short prepared lessons on any two subjects* of the programme for the class, selected by the teacher.

GEOGRAPHY GENERALIZED.—Chapters I., II., and III.

GEOMETRY (Males).—Remainder of First Book; MENSURATION.—Rectilinear Figures.

ALGEBRA (Males).—As before, with Multiplication and Division.

MUSIC (OPTIONAL).—*Hullah*, to page 70.

DRAWING (OPTIONAL).—Drawing from Objects in Outline.

THIRD YEAR.

The ordinary programme of the Sixth Class, and in addition the following special subjects:—

SPELLING.—The Rules of Spelling.

LESSON BOOKS.—To know the subject-matter of the Reading Books up to the Fourth Book, inclusive. To recite correctly, and with taste and expression, "The Deserted Village," and the Ode "To a Skylark."

GRAMMAR.—As before, with Syntax.

GEOGRAPHY GENERALIZED.—First four chapters.

METHODS OF TEACHING.—(a.) *Joyce's* Hand-book, as before, with "How to Teach Writing, Spelling, Writing from Dictation, and Arithmetic." (b.) To teach a *Third Class* prepared lessons on any two subjects* of the programme for the class, selected by the teacher.

GEOMETRY (Males).—As before, with Exercises in Thompson (Part I.) thereon.

ALGEBRA (Males).—As before, with Extraction of Square Root and Fractions, and Solution of Easy Questions in Simple Equations.

MUSIC (OPTIONAL).—*Hullah*, to page 102.

DRAWING (OPTIONAL).—Practical Geometry, Plain and Solid.

FOURTH YEAR.

The ordinary programme of the Sixth Class, and in addition the following special subjects:—

SPELLING.—Spelling Book Superseded.

LESSON BOOKS.—To know the subject matter of the Lesson Books to the Fifth Book inclusive, and to recite correctly, and with taste and expression, the "Essay on Criticism," Parts I. and II., and "The Isles of Greece."

GRAMMAR.—As before, with analysis of simple sentences, and common idioms.

GEOGRAPHY GENERALIZED.—First Four Chapters, and Chapter VI.

METHODS OF TEACHING.—(a.) *Joyce's* Hand-book, as before, with "English Grammar, and Composition, and Geography." To teach a *Fourth Class*, from carefully prepared notes, lessons on any two subjects* of the Programme for the Class, selected by the Teacher.

GEOMETRY (Males).—As before. The Definitions and Eight Propositions of the Second Book of Euclid; MENSURATION of Plane Surfaces.

* The subjects selected for teaching should be varied from year to year.

Appendix A. Rules and Regulations of Commissioners.	ALGEBRA (Males).—Fractions and Simple Equations.
	MUSIC (OPTIONAL).—To teach a Lesson in Part I. of <i>Hullah</i> to Fifth and Sixth Classes.
	DRAWING (OPTIONAL).—Perspective.

FIFTH YEAR.

(At the close of their Fifth Year Monitors will be examined in the Programme for Third Class Teachers. See page 51.)

MUSIC AND DRAWING (OPTIONAL).—Same as for Teachers. See page 54.

XII.

TRAVELLING AND LODGING ALLOWANCE; UNCLASSED TEACHERS AND MONITORS. ANNUAL EXAMINATIONS.

I. Where there is no Railway, or other public conveyance to place of examination, expenses are to be calculated at $2\frac{1}{2}d.$ per statute mile, each way.

II. Where there is a public conveyance available, the fare payable thereby is allowed, provided it does not exceed $2\frac{1}{2}d.$ per statute mile going and returning.

III. For Railway journeys, third class fare only is allowed to Males, but second class fare may be allowed to Females when they have paid it.

IV. The Lodging Allowance may be estimated at 2s. per night for each day of the examination, with one night additional when the school is situated at an inconvenient distance from the place of examination.

V. No expenses are payable when the school is not more than four statute miles from the town where the examination is held.

VI. Unclassed Teachers who have already been examined for classification either as Teachers or Monitors are not entitled to any allowance.

VII. No expenses will be paid to classed Candidates for promotion, under any circumstances. The same rule applies to Candidates for Model School appointments, and to Candidates for Certificates of Competency to teach extra subjects.

XIII.

[N.B.—The Programme for Pupils in force prior to 1st March, 1887, will continue until 29th February, 1888, after which date the following revised Programme will take effect.]

PROGRAMME OF INSTRUCTION AND EXAMINATION FOR PUPILS OF NATIONAL SCHOOLS.

Pupils will be examined according to this Programme* in the case of all Results Examinations held on and after 1st March, 1888.

(Pupils can be examined only in the classes in which they are enrolled at the close of the Results period, but see note III. (c.), page 65.)

* If there are Irish-speaking pupils in a school, the teacher, if acquainted with the Irish language, should, whenever practicable, employ the vernacular as an aid to the elucidation and acquisition of the English language.

INFANTS.

Appendix A.

1.—Pupils apparently of too tender an age to be placed in First Class may be examined as Infants in a course of instruction suitable to their capacity, such course to be limited to the first and second sections of the First Book, with appropriate exercises.

Rules and
Regulations
of Commis-
sioners.

FIRST CLASS.

1. READING.—To read correctly lessons in the First Book—Part II.
2. SPELLING.—(a.) To spell correctly the words arranged in columns at the head of the lessons in the First Book. (b.) To spell phrases or short sentences *selected from the lessons in the First Book*.
3. WRITING.—To copy in large hand or round hand, on slate or paper, at the option of the teacher, words or short sentences selected by the Inspector from the First Book, Part II., and written on the Black Board.
4. ARITHMETIC.—(a.) To read and set down numbers up to and including three places of figures. (b.) To know the Addition Table. (c.) To add on slate or blackboard three numbers, each not exceeding two places of figures.

SECOND CLASS.

1. READING.—(a.) To read correctly, and with due attention to pauses, the lessons in Second Book. (b.) To answer simple questions on the words and phrases of the lesson read. (c.) To repeat at least four of the pieces of poetry correctly.
2. SPELLING.—(a.) To spell orally the words arranged in columns at the head of the lessons in Second Book. (b.) To spell phrases or short sentences *selected from the lessons in Second Book*.
3. WRITING.—To exhibit in copy-books, as a rule, at least sixty pages of the *elementary numbers* of any approved series of copy-books, *written on sixty different days* since the preceding annual inspection—each page to be dated; and to write with fair imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.
4. ARITHMETIC.—(a.) To read and set down any number up to, and including, four places of figures. (b.) To know the Addition and Subtraction Tables. (c.) To work on slate exercises in Simple Addition of not more than five addends of three places each, and easy exercises in Simple Subtraction.
5. NEEDLEWORK.—To hem, or to do plain knitting.

THIRD CLASS.

1. READING.—(a.) To read with ease and correctness the lessons of the Third Book. (b.) To answer simple questions on the words and phrases of the lesson read. (c.) To repeat correctly five of the pieces of poetry contained in Third Book.
2. SPELLING.—(a.) To write from dictation on slate or paper an easy sentence from the Third Book. (b.) To spell correctly the words arranged in columns at the head of the lessons.
3. WRITING.—To exhibit in copy-books, as a rule, at least one hundred pages in round hand or elementary small hand, *written on one hundred different days* since the preceding annual inspection—*each page to be signed and dated by the pupil*; and to write, with careful imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

4. ARITHMETIC.—(a.) To read and set down any number up to, and including, six places of figures. (b.) To know the Multiplication and Pence Tables. (c.) To work on slate or paper sums in all the Simple Rules, and also sums in Addition of Money not exceeding five addends.
5. GRAMMAR.—To be well acquainted with the definitions of the Parts of Speech, and to distinguish the Parts of Speech in an ordinary sentence.
6. GEOGRAPHY.—To know the outlines and leading features of the Map of the World.
7. NEEDLEWORK (GIRLS).—To hem and to do plain knitting.

FOURTH CLASS.

1. READING.—(a.) To read with ease and correctness the lessons of the Fourth Book. (b.) To be acquainted with the meanings of the words and phrases, and also with the subject-matter of the lesson read. (c.) To repeat six of the pieces of poetry in Fourth Book correctly.*
2. SPELLING.—(a.) To write from dictation on paper a passage of seven or eight lines selected from the Fourth Book. (b.) To spell correctly the words arranged in columns at the head of the lessons, and other words selected from the lessons.
3. WRITING.—To exhibit in copy books, as a rule, at least one hundred pages in fair small hand, *written on one hundred different days* since the preceding annual inspection—each page to be signed and dated by the pupil, and *to be kept neat and free from blot*; and to write, with careful imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.
4. ARITHMETIC.—(a.) To know Numeration and Notation *well*, and all the *more useful* arithmetical tables. (b.) To perform *mentally* easy exercises in Addition and Subtraction; and to work on slate or paper, *accurately and speedily*, a sum of seven lines in Addition of Money. (c.) To work on paper questions in Reduction and Compound Rules of Money; and easy questions in Reduction of Common Weights and Measures.
5. GRAMMAR.—(a.) To be well acquainted with the definitions of the Parts of Speech, and to distinguish the Parts of Speech readily and intelligently in any ordinary sentence. (b.) To be well acquainted with the genders, numbers, and cases of nouns and pronouns, the comparison of adjectives, and the simple moods, tenses, &c., of verbs.
6. GEOGRAPHY.—(a.) To know the ordinary geographical definitions of the physical divisions of land and water. (b.) To be acquainted with the Maps of the World and Ireland.†
7. AGRICULTURE.‡—To answer intelligently on the subject of CROPS, as treated in the Introduction to Practical Farming.
8. NEEDLEWORK (GIRLS).—To exhibit fair proficiency in hemming, stitching, and top-sewing, and in plain knitting.

* A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," in the fourth and higher classes, to be repeated as an exercise of memory, i.e., so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

† The Map of the County in which the school is situate may be substituted for the Map of Ireland in the Fourth Class.

‡ Agriculture is an obligatory subject for boys of Fourth or higher classes except in schools in large towns; optional for girls. But if the boys and girls in a mixed school are taught Agriculture the instruction must be given wholly within the ordinary school hours.

FIFTH CLASS—FIRST STAGE.

Appendix.

Rules and Regulations of Commissioners.

1. **READING.**—(a.) To read with fluency, correctness, and intelligence the first 148 pages of the Fifth Book of Lessons. (b.) To answer intelligently on the subject-matter of the lessons comprised in these pages. (c.) To repeat correctly six of the poetical pieces in the prescribed portion of the Fifth Book.*

2. **SPELLING.**—(a.) To write from dictation, on paper, with correct spelling, an ordinary passage of *seven or eight* lines from the prescribed portion of the Fifth Book. (b.) To spell words selected from the prescribed portion of the Fifth Book.

3. **WRITING.**—(a.) To write, in the presence of the Inspector, a neat legible hand with ease and freedom; and to write a short letter with correct spelling on any simple subject suggested by the Inspector. (b.) To exhibit in suitable books, as a rule, one hundred pages of well-written school exercises, executed on *one hundred different days* since the preceding annual inspection—each page to be signed and dated by the pupil.

4. **ARITHMETIC.**—(a.) To know *all the arithmetical tables* in the Board's First Book of Arithmetic, and to be able to write out on paper any of them in correct form. (b.) To work *mentally*, exercises in Simple Addition and Simple Subtraction, and to work on slate or paper, *accurately and speedily*, a sum of ten lines in Addition of Money. (c.) To work neatly, on paper, questions in the more useful Compound Rules, and easy exercises in simple Proportion.

5. **GRAMMAR.**—(a.) To be well acquainted with Orthography and Etymology. (b.) To parse simple sentences syntactically.

6. **GEOGRAPHY.**—(a.) To understand longitude, latitude, zones, &c. (b.) To know the *Map of Europe and Map of Ireland*.

7. **AGRICULTURE.**†—In addition to the course prescribed for Fourth Class, to answer intelligently on **COTTAGE GARDENING**, as treated in the Introduction to Practical Farming.

8. **BOOK-KEEPING.**‡—To exhibit, in suitable books, the First and Second Sets (Board's Treatise) neatly written out, and to answer questions on those sets.

9. **NEEDLEWORK (GIRLS).**—To be proficient in sewing and knitting.

FIFTH CLASS.—SECOND STAGE.

1. **READING.**—(a.) To read with fluency, correctness, and intelligence the Fifth Book of Lessons. (b.) To answer intelligently on the subject-matter of the lessons. (c.) To repeat correctly six of the poetical pieces in the Fifth Book.§

2. **SPELLING.**—(a.) To write from dictation, on paper, with correct spelling, an ordinary passage of *seven or eight* lines from the Fifth Book. (b.) To spell words selected from the Fifth Book.

* A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," in the fourth and higher classes, to be repeated as an exercise of memory, *i.e.*, so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

† Agriculture is an obligatory subject for boys of Fourth or higher classes, except in schools in large towns; optional for girls. But if boys and girls in a mixed school are taught Agriculture, the instruction must be given wholly within the ordinary school hours.

‡ Book-keeping is optional in all schools.

§ A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," to be repeated as an exercise of memory, *i.e.*, so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

3. WRITING.—(a.) To write, in the presence of the Inspector, a neat legible hand with ease and freedom, and to write a short letter on any simple subject suggested by the Inspector. (b.) To exhibit in suitable books one hundred pages of well-written school exercises, as a rule, executed on one hundred different days since the preceding annual inspection—each page to be signed and dated by the pupil—and at least thirty of those exercises to be letters on simple subjects.

4. ARITHMETIC.—(a.) To know the numeration and notation of Decimals, and all the arithmetical tables, and to be able to write out on paper any of the latter in correct form. (b.) To perform simple arithmetical questions mentally, and to work on slate or paper accurately and speedily, a sum of twelve lines in Addition of Money. (c.) To work neatly, on paper, exercises in Simple Proportion and Practice, and easy questions in Decimal and Vulgar Fractions.

5. GRAMMAR.—(a.) To be well acquainted with Orthography and Etymology. (b.) To know the principal Latin roots, prefixes, &c. (c.) To parse simple sentences syntactically.

6. GEOGRAPHY.—(a.) To understand longitude, latitude, zones, &c. (b.) To know the Maps of the Continents. (c.) To be acquainted with the geography of Ireland.

7. AGRICULTURE.*—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part II. of Introduction to Practical Farming.

8. BOOK-KEEPING.†—To exhibit in suitable books the first four Sets (Board's Treatise), neatly written out, and to answer questions on those Sets.

9. NEEDLEWORK (GIRLS).—To be proficient in sewing and knitting, and in cutting out simple articles of dress.

SIXTH CLASS.

[N.B.—Pupils can be presented for examination for Results Fees (in ordinary or optional subjects, or Drawing) only twice in Sixth Class. Pupils presented for the first time will not be examined in Reading, Spelling, or the repetition of Poetry, beyond the first 200 pages of the Sixth Book.]

1. READING.—(a.) To read the Sixth Book with fluency, correctness, and intelligence. (b.) To answer intelligently on the lessons selected for examination. (c.) To repeat correctly six of the pieces of poetry in the Sixth Book.‡

2. SPELLING.—To write, on paper, in a free legible hand, and with correct spelling and punctuation, a paragraph of seven or eight lines dictated from the Sixth Book.

3. WRITING.—(a.) To write a short letter on any simple subject suggested by the Inspector. To exhibit in suitable books one hundred pages of school exercises, as a rule, written in a good hand on one hundred different days since the preceding annual inspection. Each exercise, as in the preceding classes, to be signed and dated by the pupil. (b.) Specimens of ornamental Penmanship may be included amongst the exercises.

* Agriculture is an obligatory subject for boys of Fourth or higher classes, except in schools in large towns; optional for girls. But if boys and girls in a mixed school are taught Agriculture the instruction must be given wholly within the ordinary school hours.

† Book-keeping is optional in all schools.

‡ A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," to be repeated as an exercise of memory, i.e., so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

4. ARITHMETIC.—(a.) To be expert in mental calculation. (b.) To perform *accurately and speedily*, on slate or paper, a sum of fifteen lines in Addition of Money. (c.) To work neatly on paper, at first presentation, exercises in Fractions, Compound Proportion, Simple Interest, Discount, and extraction of Square Root. Pupils presented a second time in this class will have to answer on a full course of arithmetic.

Appendix A.
Rules and
Regulations
of Commissioners.

5. GRAMMAR.—(a.) To be acquainted with the principal roots, prefixes, and affixes employed in the formation of English words. (b.) To parse prose and poetry correctly.

6. GEOGRAPHY.—(a.) To be acquainted with the elements of mathematical and physical Geography. (b.) To draw *from memory* an outline map of Ireland. (c.) To know the geography of Great Britain and Ireland, India, and the British Colonies.

7. AGRICULTURE.*—First Examination.—In addition to the course prescribed for Class V., to answer intelligently on the Soils, Manure and Drainage. Subsequent Examination :—To answer intelligently on the Introduction to Practical Farming.

8. BOOK-KEEPING.†—To the end of the Sixth Set (Board's Treatise).

9. NEEDLEWORK (GIRLS).—(a.) To be able to cut out any article of female apparel. (b.) To exhibit satisfactory proficiency in the different branches of plain sewing and knitting.

PROGRAMME OF KINDERGARTEN OCCUPATIONS FOR PUPILS IN ORGANIZED INFANTS' SCHOOLS OR INFANTS' DEPARTMENTS.

[A Programme of corresponding character (if approved by the Commissioners), may be adopted.]

INFANTS.—1. *First Gift*. To perform exercises with coloured balls—to distinguish the colour of each ball. 2. To thread coloured beads. 3. *Second Gift* (Form.) 4. *Third Gift*. Forms of Life and Knowledge. 5. Tablet-laying, squares only; Forms of Life. 6. Simple exercises in stick-laying. 7. Drawing lines of different lengths on chequered slates.

FIRST CLASS.—1. *Third or Fourth Gift*. (Forms of Life and Beauty). 2. Tablet-laying (Forms of Life and Beauty with squares). 3. Stick-laying or slat-laying. 4. To draw simple patterns on chequered slates or paper. 5. To perforate patterns for embroidering. 6. Making coloured woollen balls. 7. Cork-work or pea-work.

SECOND CLASS.—1. To draw on chequered copy books—(to be shown at Examination)—to draw a simple pattern from memory on slates. 2. To embroider a simple pattern in wool or silk. 3. Paper-weaving—to form an easy pattern. 4. Paper-folding—six forms. 5. Basket work.

THIRD CLASS.—1. To draw on chequered paper, using coloured pencils occasionally (Copy Books to be shown at Examination.) 2. Freehand drawing from the flat of simple arrangements of straight lines, on paper not chequered. 3. To finish and make up a simple article, previously embroidered. 4. Paper cutting—to cut two patterns. 5. Modelling in clay—to imitate any one of the following—an apple, a plum, a pear, a walnut, or a cube, sphere, or cylinder.

The Pupils of all Kindergarten Classes to be able to sing action songs, and to go through Calisthenic Exercises and simple Kindergarten Games.

* Agriculture is an obligatory subject for boys of Fourth or higher classes, except in schools in large towns; optional for girls. But if boys and girls in a mixed school are taught agriculture, the instruction must be given wholly within the ordinary school hours.

† Book-keeping is optional in all schools.

Appendix A. Each Kindergarten Pupil of First, Second, and Third Classes, to show at least one specimen of each kind of work done by him or herself during the year.

Rules and Regulations of Commissioners.

MUSIC.—PROGRAMME FOR PUPILS (STAFF NOTATION).

SECOND AND THIRD CLASSES.—(a.) To name the notes on the staff, and to sing the natural scale. (b.) To sing with precision, in unison, any six approved school songs.

FOURTH AND FIFTH CLASSES.—(a.) To define satisfactorily the various intervals in the diatonic scale. (b.) To read accurately any ordinary piece in common time. (c.) To join in at least three harmonized pieces.

SIXTH CLASS (Two Examinations).—(a.) To exhibit a fair knowledge of the theory of the subject. (b.) To transpose an easy passage from one key to another. (c.) To take first and second parts in at least three harmonized pieces.

As pupils advance from class to class, they must exhibit a knowledge of at least two new songs in each class.

MUSIC.—PROGRAMME FOR PUPILS (Tonic Sol-Fa).

[A Programme of corresponding character (if approved by the Commissioners), may be adopted.]

SECOND CLASS.—1. To sing from Examiner's (or Teacher's) pointing on the Modulator the tones of the chord of Doh in any order.

2. To sing in correct time and tune any of the exercises contained in the First Step of the "Standard" or the "School" charts.

3. To sing in unison any four approved school songs.

THIRD CLASS.—1. To Solfa from Examiner's pointing on the Modulator the chords of Doh and Soh in any order.

2. To sing in correct time and tune any of the exercises contained in the Second Step of the charts.

3. To sing in unison any six approved school songs.

FOURTH CLASS.—1. To Solfa from Examiner's pointing on the Modulator simple passages in the major diatonic scale.

2. To sing in correct time and tune any of the exercises contained in the Third Step of the charts.

3. To sing from notes and in two parts, at least, three approved school songs.

FIFTH CLASS.—1. To sing from Examiner's pointing on the Modulator any simple tune including transition to first sharp and first flat keys.

2. To sing in correct time and tune any exercise in the Fourth Step on the charts.

3. To sing from notes in two or more parts three approved school songs.

SIXTH CLASS.—1. To answer questions on the Minor mode, and to sing easy minor mode phrases from the Modulator.

2. To sing in good time and tune any exercise in the Fifth Step on the charts.

3. To join in at least three harmonized pieces.

N.B.—It is desirable, where practicable, that the relation between the Tonic Sol-Fa and the Staff notation be taught to pupils in Sixth Class.

NOTES TO THE PROGRAMME FOR PUPILS.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

I. (a.) No results fee can be paid in respect of any pupil of a day school whose attendance during the year ended on the last day of the month preceding the month of the annual examination shall be less than ONE HUNDRED DAYS. (b.) Attendances on Saturdays are not to be included, unless the Commissioners in particular instances recognise Saturday as an ordinary school-day. (c.) Instruction on Saturdays in extra branches will be recognised if provision for it is made on the time-table. (d.) Pupils may have the days on which their school-room was used for Parliamentary Elections, or for Examination of Teachers or Monitors, placed to their credit, provided they gave any attendances *within two weeks* of the date of such closing. (e.) The rolls shall be made out for the year ended last day of the month immediately preceding the date of examination, unless otherwise specially ordered.

II. (a.) Under ordinary circumstances only *one fee for each subject* can be paid for a pupil in any class, except in the case of *infants*. (b.) The second stage of fifth class, and the second examination of sixth class, are to be regarded as equivalent to separate classes.

III. (a.) If from any cause the regular results period of a school be changed, the amount accruing from the examination, as per scale of fees, may be increased or lessened by so many *twelfths* according as the period exceeds or falls short of twelve months; and the results fees may be allocated to the different teachers in proportion to the time served by each within the period for which fees are allowed. (b.) But no unreasonable extension or reduction of the ordinary 12 months period can be claimed under this rule. (c.) In cases where it is found necessary to hold a results examination for a period less than eleven months from the date of the termination of the last results period, teachers will be allowed to present pupils again in the same class and in the same extra branches in which they were presented at the previous examination. (This privilege does not relate to extras already completed.)

IV. (a.) As a rule, if an incoming teacher is not granted salary from the first recognised school-day of a month, he cannot claim results fees for that month; (b.) and similarly if a teacher is not granted salary up to the last recognised school-day of a month, he cannot claim results fees for that month. (c.) In schools with more than one teacher, the total fees earned for subjects taught by the staff in ordinary school hours will pass to the common fund, and be divided among the staff of teachers recognised.

INFANTS.

V. *Individual* examination of pupils, presented as infants, may be dispensed with.

VI. (a.) In a thoroughly organized Infants' School, or Infants' Department, with a separate staff, and in a separate room, a fee of 4s. per pupil in infants' class may be gained; and (b.) if the Kindergarten system be efficiently practised, 2s. may be gained in addition to the ordinary fee for every pupil legitimately presented in infants', first, second, and third classes. (c.) Such a school or department is one that includes the use of separate room or rooms with a separate staff; suitable objects and appliances; and provision for singing and other exercises.

VII. (a.) No fee shall be paid in an Infants' School or Infants' Department for any extra or optional branch (except in case of monitors); nor for any pupil presented in a class higher than third class. (b.) As a rule, pupils should be removed from Infants' Schools or Departments immediately after the results examination next following the completion of

Appendix A. their eighth year of age, and the same rule applies to infant boys attending girls' schools.*

Rules and
Regulations
of Commis-
sioners

AGES OF PUPILS.

VIII. (a.) No child under three years of age can be enrolled as a pupil in any National School, and, as a rule, no pupil over seven years of age can, on admission to school, be enrolled in an Infant class.

(b.) In cases of question regarding the age of a pupil, the decision of the Inspector will be final for all the purposes of the results examination.

EVENING SCHOOLS:—RESULTS FEES.

(See Rule 198.)

IX. (a.) In evening schools attendance on FIFTY evenings, made within the months of continuous operation, will be accepted as qualifying a pupil for admission to examination for results. (b.) *Under no circumstances should a day school pupil be presented for examination in an evening school.*

(c.) In evening schools results fees will be paid for reading, spelling, writing, arithmetic, and book-keeping *alone* of the ordinary branches, and for those only when the proficiency in them is traceable to the instruction given in the evening schools. (d.) *In evening schools not more than two extra branches can be taught, and when payment is made for such branches, no fees will be paid for the ordinary branches in respect of the same pupils.* (e.) In evening schools, after the pupils have been examined twice in sixth class, extra subjects *only* will be paid for such pupils. (f.) Music and Needlework will not be paid for in evening schools.

X. A written exercise, signed and dated by the pupil, may be called for by the Inspector for every attendance for which credit is claimed in an evening school.

EXTRA SUBJECTS.

(See Sec. XIV.)

XI. Extra subjects for which results fees are claimed, with the exception of Drawing, Geometry and Mensuration, and Algebra, must be taught in Ordinary National schools (see Rule 40) before or after ordinary school-hours,† except on Saturdays—see note (I. c.)—and they must not be taught during the time allowed for recreation.

XII. No fee for any extra branch, if taught wholly or partly within ordinary school hours, except Drawing and Instrumental Music,‡ is payable in the case of a pupil who fails in Reading, Spelling, Writing, or Arithmetic.

XIII. (a.) It is desirable that notice be given by the teachers to the District Inspector, at the commencement of the results year, of the extra branches, other than those specified in note XI., in which they propose to present pupils for examination. (b.) In any school in which classes have been established for instruction in extra branches, results fees will not be paid if, in the opinion of the Commissioners, the instruction has not been given effectively, and for an adequate portion of the results year. (c.) No extra branches can be taught in a National School, unless adequate provision is made on the time-table for instruction therein. (d.) Branches of Natural Science will not be paid for in any school in which the Inspector shall report that the facilities and ap-

* N.B.—Separate account books, &c., should be used for infants' schools, and separate roll books and examination rolls for infants' departments.

† Instrumental Music cannot be taught during ordinary school hours except in a separate room.

‡ This restriction does not apply to Practising Schools connected with Training Colleges.

pliances for teaching them are inadequate. (a.) No fee will be paid for any extra subject in the case of a pupil enrolled within the previous six months in a Science and Art class for the same subject. *Appendix A.*
Rules and Regulations of Commissioners.

XIV. Only one fee can be paid for any extra branch, or stage of extra branch, if subdivided, except as provided for in Note III. (c.)

XV. (a.) As a rule no Results Fees for extra subjects are payable to any teachers unless the Commissioners are satisfied as to their competency to teach such extra subjects (see note to page 53). (b.) Certificates from the Science and Art Department are accepted as qualifying Certificates so far as they cover the course laid down by the Commissioners. (c.) In certain cases the Commissioners may dispense with the necessity of obtaining formal Certificates to teach and gain Results Fees in extra branches.

XVI. (a.) The subject-matter of any of the Board's Reading Lesson Books (except Girls' Reading Book), or a subject included in any part of the ordinary Results Programme, cannot be recognised as an EXTRA subject for any class without the special authority of the Commissioners. (b.) Girls of the fifth and sixth classes may be examined in the subject-matter of the Girls' Reading Book, combined with Domestic Economy (see page 70), as an extra subject (if taught by a female teacher)—the first half of the Girls' Reading Book must be included for the first examination, and the whole book for second examination. But this book is not a class book to warrant results fees for Reading and Explanation in any class. (c.) Management of poultry will not be paid for as an extra subject where there is not a poultry yard attached to the school, available for, and made use of in, the practical instruction of the pupils.

ALLOCATION OF RESULTS FEES.

XVII. (a.) Results fees for extra branches, taught during ordinary school hours by a member of the permanent teaching staff of the school, shall go into the common fund divisible among the teachers, in schools where one or more assistants are employed.

(b.) In the case of extra and optional subjects taught before or after the ordinary school-hours, the results fees accruing will be payable to the teacher who gives the extra instruction, without reference to his position in the school.

(c.) Results fees for Needlework taught by an approved Extern Teacher, either within or out of ordinary school hours, may be paid to such Teacher.

(d.) Optional subjects may be taught either within or out of, or partly within and partly out of ordinary school hours.* If taught, with the approval of the Commissioners, by a qualified Extern Teacher, or Teacher of an adjoining school, or a Temporary Assistant, the fees may be paid to the Teacher of such optional subject.

(e.) Results fees for extra subjects taught, with the approval of the Commissioners, by qualified Externs, by Teachers of adjoining schools, or by Temporary Assistants, may be paid to such Teachers.

MONITORS :—RESULTS FEES.

XVIII. (a.) Results fees will be paid on the answering of Monitors as Pupils in the classes in which they are enrolled; but (b.) on Examinations after 30th June, 1887, no fee will be paid for any subject for which a No. 1 Pass is not obtained.

* See, however, the foot note as to Agriculture, page 60, &c.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

XIV.

PROGRAMME OF EXTRA SUBJECTS FOR WHICH RESULTS PAY- MENTS MAY BE CLAIMED IN NATIONAL SCHOOLS.

(Pupils will be examined according to this Programme in the case of all Results Examinations held on and after 1st March, 1887.)

The regulations of the Commissioners enable teachers possessing certificates of competency satisfactory to the Commissioners to earn results fees under each of the following heads:—

- I. Instrumental Music and Drawing.
- II. Classics, French, and Irish.
- III. Geometry, Algebra, and other approved branches.

Provided that—(a.) No results fees shall be paid for more than two extra subjects (besides Instrumental Music, Drawing, Algebra, and Geometry and Mensuration), in the same school without the special sanction of the Commissioners.

(b.) No more than two Examinations, with a fee for a pass at each can be held in Instrumental Music.

(c.) That Classics, French, Irish, Trigonometry, Navigation, Mechanics, or any of the Physical Sciences (except Physical Geography) be not taught (with a view to claim results fees) to children under ten years of age.

(d.) That an *extra school-fee* of two shillings per quarter shall be paid to his teacher by each pupil for instruction in each extra branch specified under (c), except Irish.

(e.) The following extra branches can be taught to girls only:—

(1) The adjustment and use of the Sewing Machine* and Dress Making (one examination), (2) Practical Cookery (one examination), (3) Management of Poultry, (one examination), (4) Girls' Reading Book* and Domestic Economy combined (two examinations).

The following is the minimum proficiency upon which pupils will be allowed to pass in the different classes:—

DRAWING.—PROGRAMME FOR PUPILS.

[N.B.—The proficiency must in all cases be satisfactory to entitle the pupil to a pass. Specimens of drawings to be forwarded by the Inspector to the Education Office with his report.]

THIRD AND FOURTH CLASSES.—(a.) Free-hand drawing from the flat on paper, such as simple arrangements of straight lines, forming either simple familiar objects, or geometrical designs, or easy curved line ornament.

FIFTH CLASS.—(a.) Free-hand drawing, of a more advanced character, such as simple ornament, curved lines, or (b.) Easy practical geometry.

SIXTH CLASS.—(a.) Free-hand drawing, of a still more advanced character, from the flat on paper, such as advanced ornament, advanced practical geometry, or drawing from objects in outline. (b.) Shading from the flat, shading from the round, perspective, or painting in water-colours.

NOTE.—If a pupil be presented in drawing a second year in sixth class, he must exhibit some work from (b).

* In Schools whose Results year commenced prior to 1st March, 1887, pupils may be presented for fees in the scale and under the conditions then in force in respect to Sewing Machine and Girls' Reading Book, respectively, at Examinations held up to 29th February, 1888.

INSTRUMENTAL MUSIC.—PIANO.—PROGRAMME FOR PUPILS.

Appendix A.

FIRST YEAR (Fifth Class or higher).

Rules and
Regulations
of Commis-
sioners.

1. To play any two major scales up to and including three sharps and three flats named by the examiner.
2. To play, in good time and with proper fingering, any six exercises selected by the teacher, from Czerny's 101 exercises, or any similar work.
3. To bring to the examiner any six easy pieces or tunes, and play in good time, and with proper fingering, any one which he may select.

SECOND YEAR.

1. To play at a moderate pace, and through the whole compass of the keyboard, any two major and minor scales named by the examiner, and any minor scale selected by the teacher.
2. To play any four studies, selected by the teacher, from Czerny's "School of Velocity," or any similar work.
3. To bring to the examiner any four pieces, presenting no serious difficulties in execution, and to play in good time, and with proper fingering, any one of these which he may select.
4. To explain the key and time signatures, and the words and signs used in the pieces played.

HANDICRAFT.—PROGRAMME FOR PUPILS.

FIRST YEAR (Fifth Class or higher).

To measure accurately with a ruler to eighths or tenths of an inch.

To be expert in the management and use of the following tools, and to describe them intelligently :—Hammer, bradawl, gimlet, spokeshave, plane, penknife, saw (including sawing along a line), turn-screw, pincers or pliers, marking gauge, rule, square, compass, nail-punch.

To sharpen the following tools, using whetstone or oilstone, or both, as may be necessary :—Chisel, ordinary knife, penknife, scissors.

To have some knowledge of the different kinds of nails and screws. To drive nails and screws, having bored holes of the proper sizes with bradawl or gimlet.

To sink nail-heads with punch ; to countersink screw-heads with chisel, gouge, or penknife.

To exhibit proficiency in any two of the following :—

- (1.) To make glue ; to plane a board ; to plane the edges of two short pieces of board straight and square, and to glue the edges together.
- (2.) To know the different kinds of hinges in common use ; to put on a butt or T hinge.
- (3.) To know the several kinds of locks in common use ; to put on a box, cupboard, or door lock.

SECOND YEAR.

In addition to the first year's programme to exhibit proficiency in any five of the following :—

- (1.) To grind a chisel or a plane-iron on a grindstone or on a whetstone, and to sharpen either on the oilstone.
- (2.) To splice or scarf a broken broom handle or rake handle, or any stick of like shape ; to secure the joint with screws, or copper wire, or waxed cord.

Appendix
Rules and
Regulations
of Commis-
sioners.

(3.) To plane up two boards, and dowel them edge to edge for a broad shelf; to make a shelf bracket; to know how to fix up the shelf with brackets.

(4.) To take accurate measures of a pane of glass in inches, &c.; to mark the measures of a pane on a rod as a guide for the glass-cutter; to know the nature and uses of putty; to hack out a broken pane, and the old putty, and to put in a new pane.

(5.) To understand the use of drying oil and turpentine in painting; to mix dry paint of any colour with oil; to thin it for use with oil or turpentine or both; to paint a piece of board. To understand the nature and uses of staining; to know something of the different kinds of stain; to prepare and stain a piece of board, including sizing and varnishing.

(6.) To mount a map or engraving on linen, and afterwards nail it on laths or lath and roller; to know how to make paste; to understand the nature and uses of varnishing; to know something of the several kinds of varnish; to varnish a map or diagram.

(7.) To know the use of the mitre-box, or of the shooting block; to rabbet and mitre-cut four pieces of wood, and joint them so as to form a frame for a small picture.

(8.) To understand the nature of soldering; to solder two pieces of tin, or brass, or iron together; to tin the soldering iron.

DAIRYING—PROGRAMME FOR PUPILS (FEMALES, Fifth Class or higher).

In any National school to which a dairy is attached having at least five cows and proper appliances approved of by the Agricultural Superintendent, dairying may be recognised as an approved extra branch, and a fee be paid for each pupil passing in the prescribed course. The person giving the instruction in this branch must hold a certificate of competency therein. The course of instruction includes the theory and practice of dairy management, viz. :—(a) Dairying as treated in the text books sanctioned by the Commissioners of National Education; (b) a knowledge of the use of dairy implements, and of dealing with the products of the dairy; (c) Butter making.

GIRLS' READING BOOK AND DOMESTIC ECONOMY.

PROGRAMME FOR PUPILS (FEMALES).

Leading Principles.

First Examination (Fifth Class or higher).

"GIRLS' READING BOOK," FIRST HALF; AND "DOMESTIC ECONOMY" so far as relates to :—

FOOD :—Functions; classification; sources; hints for judging meat, &c.; culinary treatment.

CLOTHING :—Purposes; sources; modes of ordinary cleansing; materials used in cleansing.

CLEANLINESS :—Personal—necessity for.

SECOND EXAMINATION.

"GIRLS' READING BOOK," ENTIRE BOOK; AND "DOMESTIC ECONOMY" so far as relates to :—

THE DWELLING :—Warming; cleaning; ventilating.

SIMPLE AILMENTS :—Home remedies; hints on sick nursing.

EARNING ;—Thrift; saving.

HYGIENE—PROGRAMME FOR PUPILS.

Appendix A.

FIRST EXAMINATION (Fifth Class or higher).

Rules and
Regulations
of Commissions.

AIR :—Composition ; breathed air. Changes in air caused by the burning of fuel and lights. Natural means of purifying air. Danger of breathing air that is laden with dust. How to know whether the air of a pit or cellar is fit to breathe.

BREATHING :—Number of breaths in a minute. How we breathe ; why we breathe ; where the venous blood is changed into arterial : nature of the change.

VENTILATION :—Amount of air necessary for a child, for an adult ; why ventilation is necessary ; cubic space in rooms ; natural ventilating forces ; necessity for scattering or distributing the fresh air that enters a dwelling-room. Movement of the air of a room caused by a fire in an open grate. Inlets and outlets. Value of chimneys as outlets.

WATER :—Composition of ; necessity for an abundant supply of ; evils of too little water ; qualities of a good drinking water. Hard and soft water ; danger of drinking rain-water stored in leaden cisterns. Objections to house cisterns. Modes of supplying water to houses. Character of good wells. The most dangerous impurities of water.

ALCOHOLIC LIQUORS (strong drinks)—injury which they cause to the heart and blood-vessels. Alcohol does not make us warm ; does not make flesh, blood or bone ; does not make the body grow. Why alcohol is very bad for young people.

SECOND EXAMINATION.

FOOD :—A perfect food ; milk a perfect food ; classification of food-stuffs ; use of each class ; effects of too much, of too little, and of improper food ; of food eaten too hot ; organs of digestion ; mastication of food ; changes the food must undergo before it is fit to mix with the blood.

COOKING :—Objects of ; effects of ; advantageous preparation of food ; dangerous substances mixed with food ; diseases caused by eating diseased meat.

THE SKIN :—Its structure and functions ; necessity for keeping the skin clean ; attention to the hair ; removal of parasites.

CLOTHING :—Uses of, materials of, and properties of ; bad effects of tight lacing, of unseasonable clothing.

EXERCISE :—Necessity for ; immediate and remote effects of ; evils that arise from the want of ; to prevent chill after exercise ; exercise for girls.

SLEEP :—Amount of sleep needed at different ages ; causes of broken sleep ; evils of want of sleep ; danger of using sleeping-draughts.

THE HOUSE :—Soil ; surrounding ; dryness ; evils of damp-houses ; materials of walls and roof ; covering of walls ; cleanliness of house and furniture ; danger of dirt.

WARMING AND LIGHTING :—Open grates, stoves, dangers of coal-gas and paraffin lamps.

SLIGHT DISEASES AND INJURIES :—Cough, cold, cuts, bruises, burns, scalds, bites of dogs, stings of insects.

TOBACCO SMOKING :—The injury it does to growth, and to the chief functions of the body.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

CLASSICS, FRENCH, AND IRISH.

The Commissioners of National Education have sanctioned the payment of results fees for Latin, Greek, French, and Irish language, upon the following conditions:—

I. Instruction in Classics, French, and Irish must be given out of the ordinary school-hours;* but pupils who have been examined *once* in the *sixth* class may be allowed to devote a portion of these hours to the *study* of their Classical, French, or Irish lessons, provided that the routine business of the school be not interfered with.

II. No pupil may be presented for examination in Classics, French, or Irish, who has not reached at least the *fifth* class.

III. The course will extend over a period of three years; and a pupil gaining for his teacher a fee in the course for any year cannot be again presented for examination in that course, except as provided for in Note III. (c) of ordinary Programme. If a pupil fail in any year's course, he may be re-examined therein.

IV. For every pupil fulfilling the foregoing conditions who passes a satisfactory examination on the course prescribed for his year on the following programme, results fees will be awarded to the teacher:— In Latin, 10s.; in Greek, 10s.; in Irish, 10s.; in French, 5s.

CLASSICS, FRENCH, AND IRISH.—PROGRAMMES.

LATIN.—*First Year.*—Grammar, including syntax, Latin Delectus, or any similar elementary book. *Second Year.*—Two books of Caesar, or two books of Virgil, or the *Jugurtha* of Sallust, or any approved course of equal difficulty. *Third Year.*—Not less than 500 lines of Ovid, Horace, or Juvenal, or of the *Georgics* of Virgil, and any book of *Livy*. An easy passage of at least twenty lines from the *Third Book of Lessons* to be translated into Latin prose.

GREEK.—*First Year.*—Grammar, to the end of the regular verbs. *Second Year.*—Grammar, including syntax, Greek Delectus, and one book of Xenophon, either the *Anabasis* or the *Cyropædia*. *Third Year.*—Two books of the *Iliad* and a book of Herodotus.

FRENCH.—*First Year.*—Grammar, not including syntax, with twenty pages of a French vocabulary, or of an easy phrase-book. *Second Year.*—Grammar, including syntax, with twenty additional pages of a phrase-book, and translation of two books of *Telemachus*, or *Charles XII.*, or *Chambaud's "Fables Choies,"* edited by Du Gué. *Third Year.*—The *Athalie* of Racine, or any approved book of French poetry. Translation of an easy passage of English into French. Fair correctness of pronunciation.

IRISH.—*First Year.*—(a.) *Joyce's* Grammar to the end of the regular verb, with the verbs *is* and *tá*; (b.) To translate into English the Irish phrases of the exercises in the *First* and *Second Irish Books*, published by the Society for the Preservation of the Irish Language. *Second Year.*—(a.) *Joyce's* Grammar to the end of Etymology; (b.) To translate into English the Irish phrases of the Exercises in the "*Third Irish Book*"; (c.) To translate into Irish the English phrases of the Exercises in the *First* and *Second Irish Books*. *Third Year.*—(a.) *Joyce's* Grammar to the end of Syntax; (b.) The first seven chapters of Keating's "*Foras Feasa ar Éirinn*," (Gaelic Union), omitting the poetry; (c.) To translate into Irish the English phrases and sentences of the Exercises in the "*Third Irish Book*."

NOTES (1).—The elementary books used during the first year must be approved by the Inspector.

(2).—Other books may be substituted for those prescribed for second and third years; but the sanction of the Commissioners for the change must be previously obtained.

* This restriction does not necessarily apply in the case of Model, Convent, or *Meastrey* National Schools, or Practising Schools connected with Training Colleges.

SCIENCE PROGRAMMES FOR PUPILS OF FIFTH CLASS AND HIGHER. *Appendix A.*

GEOMETRY AND MENSURATION.

Rules and Regulations of Commissioners.

The course will be comprised in three examinations. The first year's examination may take place while the pupil is in Fifth Class:—

FIRST EXAMINATION.—Euclid, Book I., to the 32nd Proposition (inclusive). Mensuration: Area of Rectilinear Figures.

SECOND EXAMINATION.—(*In addition to the above*)—Euclid: the remaining Propositions of Book I., and the entire of Book II. Mensuration: Circle, ellipse, zone, surfaces of the principal solids.

THIRD EXAMINATION.—(*In addition to the above*)—Euclid: Books III. and IV., with the first eight Propositions of Book VI. Mensuration: Solidity of prism, cylinder, cone, and sphere—artificer's work—a general knowledge of the principles of Land Surveying.

ALGEBRA.

The course will be comprised in three examinations. The first may take place while the pupil is in Fifth Class:—

FIRST EXAMINATION.—Definitions—simple rules—computation of algebraic expressions—easy simple equations.

SECOND EXAMINATION.—(*In addition to above*)—Simple equations, and problems producing them—simultaneous equations—algebraic fractions—involution and evolution.

THIRD EXAMINATION.—(*In addition to above*)—Quadratic equations, and problems producing them—theory of integer, fractional and negative indices—surds—binomial theorem, with integer indices.

PLANE TRIGONOMETRY.

FIRST EXAMINATION.—Definitions—measurement of angles—trigonometrical functions—logarithms—use of logarithmic tables—formulae for the solution of right-angled triangles—heights.

SECOND EXAMINATION.—(*In addition to the above.*)—Four fundamental formulae, with the more useful formulae deduced from them—oblique-angled triangles—application to distances—description and use of theodolite and vernier.

NAVIGATION.

FIRST EXAMINATION.—General knowledge of "Mathematical Geography"—rhumb line—difference of latitude—departure—course—correction of courses—plane sailing—middle latitude sailing—mariner's compass—variation—deviation—leeway.

SECOND EXAMINATION.—(*In addition to the above.*)—Mercator's sailing—Mercator's projection and chart—the great principle of the chart, and in what its value consists—to determine a ship's place on the chart from her latitude and longitude, and *vice versa*—to find the course and distance between two places on the chart—to compute a day's run—great circle sailing—oblique sailing.

(This subject should be preceded by a course of plane trigonometry, and it should be taught only after a pupil has reached the sixth class.)

MECHANICS.

FIRST EXAMINATION.—Matter—different states—laws of Matter—natural forces—properties of bodies—momentum—equilibrium—action and re-action—composition and resolution of forces—lever, different kinds

Appendix A. of—human arm as a lever—pulley—relation of P to W in lever and pulley—centre of gravity—toy figure explained—conditions to be satisfied by a balance—delicacy of balance—how obtained—double weighing. Rules and Regulations of Commissioners.

SECOND EXAMINATION.—(*In addition to above.*)—Absolute unit of force—unit of work and horse power—systems of pulleys—wheel and axle—inclined plane—wedge—screw—relation of P to W in each—laws of motion—accelerated motion—laws of falling bodies—water hammer—feather and penny experiment—Attwood's machine—pendulum—terrestrial gravitation and the causes which modify it.

HYDROSTATICS AND PNEUMATICS.

FIRST EXAMINATION.—Pressure of non-elastic fluids—laws of pressure—bursting of rocks by pressure of small quantity of liquid. Hydrostatic paradox—Bramah's press—pressure of air—Magdeburg hemispheres—tumbler and card experiment—elasticity—air gun—barometer—construction of—specific gravity of solids—liquids—gases, how determined—pumps—suction pump—force pump—air pump—conveyance of water across valleys—siphon.

SECOND EXAMINATION.—(*In addition to above.*)—Expansion of gases—Boyle and Mariotte's law—pressure supported by a body immersed in a liquid—hydrostatic balance—specific gravity bottle—Nicholson's hydrometer—conditions of equilibrium of floating bodies—Cartesian diver—swimming—capillary phenomena—endosmose and exosmose—Torricellian vacuum—determination of heights by the barometer—aneroid barometer—balloons—parachute.

LIGHT AND SOUND.

FIRST EXAMINATION.—(1.) LIGHT.—Undulating and emission theory—how objects are seen—intensity of light—law of inverse squares—velocity of light, how determined—shadows and penumbræ—laws of reflection—mirrors—formation of images by plane mirrors—use of concave mirrors in lighthouses—analysis of light—photometers.

(2.) SOUND.—Sound waves, nature of them—density and elasticity of air, how affected by heat—velocity of sound through air, how determined—calculation of distance by light and sound—velocity of sound through water—law of inverse squares as applied to sound—reflection of sound—echo—whispering galleries.

SECOND EXAMINATION.—(*In addition to above.*)—(1.) LIGHT.—Kaleidoscope—concave spherical mirrors—meaning of term axis—principal focus—centre of mirror—refraction of light, illustrations of—different kinds of lenses—course of a ray of light through a converging and a diverging lens—optical structure of the eye and the condition of distinct vision—use of spectacles—solar spectrum—rainbow—stereoscope—magic lantern.

(2.) SOUND.—Structure of the ear—difference between music and noise—musical notes—pitch and intensity—various methods of producing musical sounds—laws of vibrations of strings and use of sound boards—laws of vibration of columns of air in pipes—ear trumpet—speaking trumpet.

HEAT AND THE STEAM ENGINE.

FIRST EXAMINATION.—1. HEAT.—Theories as to the nature of heat—effects of heat—radiation—convection—conduction—good and bad conductors—metallic surfaces—when to be bright and when rough—absorption and transmission of heat—thermometers, how constructed—

determination of the fixed points—expansion of solids—compensation of pendulums—maximum density of water—freezing of deep and shallow water—salt and fresh water—vapour—dew—clouds.

2. STEAM ENGINE.—Properties of steam—how produced—unit of heat—history of steam engine—Savary's engine—Newcomen's engine—difference between high and low pressure engines—horse-power.

SECOND EXAMINATION.—(*In addition to above*).—1. HEAT.—Differential thermometers—maximum and minimum thermometers—expansion of solids—of liquids—of gases—ventilation of mines and buildings—specific heat—how illustrated by experiment—latent heat and sensible heat—trace the successive effects of heat applied to ice below the freezing points till converted into steam—cooling effects of evaporation—how exemplified in different regions on the earth's surface—effects of specific heat of water on climate—freezing mixtures.

2. STEAM ENGINE.—Watts' single acting engine—oscillating engine—fly-wheel—parallel motion—eccentric—governor—propulsion of vessels by means of (1) paddlewheel—(2) screw—computation of the horse-power of an engine.

PHYSICAL GEOGRAPHY.

FIRST EXAMINATION.—Distribution of land and water—zones—climates—temperatures. Mountains—table lands—plains—deserts.

SECOND EXAMINATION.—Rivers—lakes—tides and currents—atmosphere, its properties and uses—reflection—refraction—evaporation—clouds—rain—dew—hail—winds, three kinds of—hurricanes—cyclones—typhoons—hot winds—distribution of plants and animals—relation of horizontal and vertical distribution—different races of men and how distributed.

MAGNETISM AND ELECTRICITY.

FIRST EXAMINATION.—1. *Magnetism*.—Natural and artificial magnets—magnetic poles—theories of magnetism—magnetic induction—coercive force—explain experiments with iron filings, and with broken magnet.

2. *Frictional Electricity*.—History and general nature of—development by friction—electrical machines—conductors and non-conductors—two kinds of electricity, and how related to each other—Franklin's discovery.

3. *Dynamical Electricity*.—History of—different names for—Voltaic couple—explanation of action—origin of currents—simple experiments to show the existence of electric currents—Volta's pile.

SECOND EXAMINATION.—(*In addition to above*).—1. *Magnetism*.—Mariner's compass—terrestrial magnetism; inclination—declination—magnetic intensity—magnetic equator and poles—magnetization—magnetic battery.

2. *Frictional Electricity*.—Best insulators—distribution of electricity—tendency to accumulate on corners and points, and to escape from them—induction—condensers—description of the Leyden jar as a condenser—electroscopes—thunder and lightning—lightning conductors.

3. *Dynamical Electricity*.—Different methods of originating the voltaic current—Smee's battery—galvanometer—electric telegraph—chemical effects of the current—decomposition of water by the current.

BOTANY.

FIRST EXAMINATION.—General structure of a flowering plant—distinction between flowering and flowerless plants—ascending and de-

Appendix A. ascending axis—functions of the several parts—root—stem—leaf—stipules—inflorescence—germination of bean—grain of wheat—three great Rules and Regulations of Commis- classes of plants, with the characters of each—description of daisy, pea, sioners, primrose, and lily.

SECOND EXAMINATION.—(*In addition to above*).—Vascular and cellular plants—various tissues of plants—various forms of root, stem, leaf, inflorescence, flower, fruit—cohesion, adhesion, and suppression of various parts of the flower—characters of ranunculaceae—cruciferae—leguminosae—rosaceae—umbelliferae—labiate. Description and classification of the following plants:—Wheat; clover; rice; Indian corn; turnip; rhubarb; cucumber. Description of the following vegetable products, with the names and classification of the plants which yield them:—Opium—cotton—mustard—sugar—chocolate—tea—coffee—starch—jute—flax—cinnamon—pepper—galls—quinine.

ANIMAL PHYSIOLOGY AND ZOOLOGY.

FIRST EXAMINATION.—*Animal Physiology*.—(a.) General build of the human body—human skeleton—names and position of the principal bones—composition of bone. (b.) Circulation of the blood—the heart and blood vessels—course of the circulation—valves of the heart—aorta—composition of the blood. (c.) Respiration—changes in the blood—venous blood—arterial blood—the lungs and their appendages—changes in respired air—mechanical movements of respiration—animal heat.

Zoology.—Characteristic differences between plants and animals—divisions of the animal kingdom—classes of the vertebrates.

SECOND EXAMINATION.—(*In addition to above*).—*Animal Physiology*.—Digestion—mastication—teeth—the pharynx—stomach—intestines—secretion and excretion—liver—pancreas—the skin and its functions—the senses—organs of the senses—structure and movements of the eye-ball—structure of the ear—animal mechanics.

Zoology.—A complete knowledge of the characteristic features of the sub-kingdoms, and classes of the animal kingdom—modification of the vertebrate skeleton in birds, reptiles, amphibia, and fishes—general nature of the skeleton or hard parts in the several groups of invertebrate animals—general form and nature of the organs of digestion, circulation, and respiration in the various classes of animals.

INORGANIC CHEMISTRY.

FIRST EXAMINATION.—Matter—simple and compound—divisions of elementary bodies—symbols and atomic weights of the ordinary elementary bodies—to know the properties and mode of obtaining oxygen, hydrogen, and nitrogen—to know the chief properties and composition of water, air, ammonia, carbonic acid, muriatic acid, nitric acid, potash, and soda; and to give the chemical symbols for each—to understand the laws of chemical combination—allotropic modifications of elementary bodies—chemical affinity or force.

SECOND EXAMINATION.—(*In addition to the above*).—To understand the terms of chemical nomenclature and the use of the several prefixes and affixes employed—atomic weights and combining proportions—acids—alkalies—oxides—salts. To know the symbols and combining proportions of oxygen, hydrogen, nitrogen, chlorine, carbon, phosphorus, sulphur, silicon, iron, lead, mercury, sodium, potassium, calcium. To know the principal oxides, acids, and salts formed by the combination of these elements—to explain the ordinary experiments with oxygen, hydrogen, and chlorine.

GEOLOGY.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

FIRST EXAMINATION.—(a.) Classes of rocks, aqueous, igneous, and metamorphic rocks—mode of formation of each—origin and composition of siliceous, argillaceous, calcareous, and carboniferous rocks—to be able to refer a specimen to its proper class. (b.) Agencies at work in wasting the land, and how they act—air—frost—ice—rain—rivers—the sea. (c.) Movement of the earth's crust—central heat—volcanoes and earthquakes—mountain chains—anticlinal and synclinal curves—faults—dip and strike of strata. (d.) Definitions of common geological terms.

SECOND EXAMINATION.—(In addition to above.)—(a.) Palaeozoic rocks—names and order of the chief subdivisions of this group—their distribution in the British Islands—leading fossils in the various groups. (b.) Coal—its nature, origin, and distribution—its position in the stratified series—ores of metals found in palaeozoic rocks, and their mode of occurrence—probable origin of lodes. (c.) Mesozoic rocks—names and order of the chief members of this group—their distribution in the British Islands—principal fossils in the various groups—origin of chalk, rock salt, and gypsum. (d.) Cainozoic rocks—subdivisions—distribution in British Islands—principal fossils—nature, origin, and distribution of the boulder clay or glacial drift—bone caves, and their contents—fossils of the drift.

XV.

1887-8.

RULES FOR PAYMENT OF TEACHERS OF AGRICULTURAL SCHOOLS
UNDER LOCAL MANAGEMENT.

SECTION I.

SCALE OF PAYMENT FOR PROFICIENCY OF PUPILS IN AGRICULTURAL KNOWLEDGE derived from the Introduction to Practical Farming, &c.

4th CLASS.—To answer intelligently on the subject of Crops as treated in the work, "Introduction to Practical Farming,"	s. d. 4 0
5th CLASS.—1st Stage.—In addition to the course prescribed for Fourth Class, to answer intelligently on Cottage Gardening as treated in the "Introduction to Practical Farming,"	5 0
5th CLASS.—2nd Stage.—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part II. of "Introduction to Practical Farming,"	5 0
6th CLASS.—1st Examination.—In addition to the course prescribed for Class 5 ² , to answer intelligently on Soils and Manures and Drainage,	5 0
6th CLASS.—Subsequent Examination.—To answer intelligently on the "Introduction to Practical Farming,"	5 0

SECTION II.

SCALE OF PAYMENT FOR PRACTICAL PROFICIENCY OF PUPILS as tested on the SCHOOL FARM and GARDEN.

A teacher newly appointed to conduct a National School with an Agricultural Department, must possess a Certificate that he attended a course of agricultural instruction at the Albert Institution; or a Certificate of competency from some other authority, satisfactory to the Commissioners of National Education.

SCALE OF PAYMENT FOR PRACTICAL PROFICIENCY as tested on the SCHOOL FARM and GARDEN.

4th CLASS.—For a pass in a knowledge of the Crops grown on the Farm and of the modes of raising and saving them,	s. d. 3 0
--	--------------

Appendix A. Rules and Regulations of Commis- sioners.	5th CLASS—1st Stage.—For a fair knowledge of the points of good Animals, and of the modes of feeding and managing those on the School Farm,	s. d. 3 6
	5th CLASS—2nd Stage.—For superior proficiency in same and in a knowledge of the crops raised in garden,	3 6
	6th CLASS—1st Examination.—For proficiency in a knowledge of the use of improved implements and machines,	5 0
	6th CLASS—2nd Examination.—For superior proficiency in same,	5 0

SECTION III.

SCALE OF PAYMENT for WELL-MANAGED SCHOOL FARMS and GARDENS.

1.	For a pass on the management of the Farm, including the course of Cropping, the mode of cultivation and the productiveness of the crops,	s. d. 40 0
2.	For a pass in the management of home-made Manure, taking into account, for sanitary as well as practical purposes, the position of the manure heap, the way the manure is preserved, and the quantity of it produced and available,	10 0
3.	For a pass in Live Stock, taking into account the quality of the animals, their adaptability to the holding, and the mode of managing them,	20 0
4.	For a pass in Farm Offices, their cleanliness, state of repair, and adaptability to the holding,	10 0
5.	For the Cottage Garden, its aspect and enclosure, the suitability of the system of cropping to the wants of the country, and the productiveness of the crops,	20 0

NOTES.

The Results fees for Section I. of the foregoing Programmes may be paid on the report of the District Inspector, a copy of whose marks will be sent to the Agricultural Superintendent for his information, who will give further examination should he deem such expedient, in literary knowledge of the subject. If the classes fail to pass satisfactorily in Section I., fees for Sections II. and III. may be withheld.

Examinations under Sections II. and III. may be conducted by the Agricultural Superintendent or such other officer as may be approved by the Commissioners.

The School Farm, where practicable, shall contain not less than three statute acres.

About half an hour per day, as a general rule, must be devoted to Agricultural instruction of pupils, practical or theoretical. Pupils, however, are not to be employed on the Farm or School Garden during school hours, except, at the discretion of the Teacher, during the time for recreation.

If no practical instruction is given on the Farm or Garden (Section II.) no fees are payable under Section III.

The fees accruing under Sections II. and III. are payable only to the Teacher who conducts the practical instruction (Section II.), and holds the Farm or Garden.

Every pupil who comes forward for examination must have made one hundred attendances in the School for the twelve months ending on the last day of the month preceding the examination in Section I.

XVI.

1887-8.

RULES FOR PAYMENT OF TEACHERS OF NATIONAL SCHOOLS
TO WHICH SCHOOL GARDENS ARE ATTACHED.

SECTION I.

SCALE OF PAYMENT FOR PROFICIENCY OF PUPILS IN AGRICULTURAL KNOW-
LEDGE derived from the "Introduction to Practical Farming," &c.

4th CLASS.—To answer intelligently on the subject of Crops as treated in the work, "Introduction to Practical Farming,"	s. d.
	4 0
5th CLASS.—1st Stage.—In addition to the course prescribed for Fourth Class, to answer intelligently on Cottage Gardening, as treated in the "Introduction to Practical Farming,"	5 0
5th CLASS.—2nd Stage.—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part II. of "Introduction to Practical Farming,"	5 0
6th CLASS.—1st Examination.—In addition to the course prescribed for 5 ² , to answer intelligently on Soils, Manures, and Drainage,	5 0
6th CLASS.—Subsequent Examination.—To answer intelligently on the "Introduction to Practical Farming,"	5 0

SECTION II.

SCALE OF PAYMENT FOR PRACTICAL PROFICIENCY OF PUPILS
as tested on the SCHOOL GARDEN.

4th CLASS.—For a pass in a knowledge of the Crops grown on the School Garden,	2 0
5th CLASS.—1st Stage.—For a superior knowledge of foregoing, a more extended examination,	2 0
5th CLASS.—2nd Stage.—For further knowledge of foregoing, with a knowledge of the management of Swine and Poultry,	2 0
6th CLASS.—1st Examination.—For increased proficiency in foregoing,	2 6
6th CLASS.—Subsequent Examination.—For increased proficiency in foregoing, a more extended examination,	2 6

SECTION III.

SCALE OF PAYMENT FOR WELL-MANAGED SCHOOL GARDENS.

1. For the Cottage Garden, its aspect and enclosure, the suitability of its management to the wants of the country, and the productiveness of the crops, 10 0
2. For a pass if Pigs, Poultry, or other Live Stock, of a proper description are well kept; for the mode of preserving the manure made from them; for the Offices—their suitability and condition, 5 0

Examinations under the foregoing programme are conducted by the District Inspector.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

Every pupil who comes forward for examination must have made one hundred attendances in the School for the twelve months ending on the last day of the month preceding the examination.

About half-an-hour a day as a general rule must be devoted to agricultural instruction of pupils. Pupils are not to be employed on the School Garden during school hours, unless, at the discretion of the Teacher, during the time for recreation.

If no practical instruction is given to the pupils no fees are payable under Sections II. and III.

The fees accruing under Sections II. and III. are payable only to the Teacher who gives the practical instruction and holds the garden.

If the classes fail to pass satisfactorily in Sect. I., fees for Sections II. and III. may be withheld.

XVII.

ALBERT NATIONAL AGRICULTURAL TRAINING INSTITUTION, GLASNEVIN, DUBLIN.

OBJECTS.—This Institution is designed to supply instruction:—

- (a) In the science and practice of Agriculture to the sons of farmers, to National School Teachers, and others.
- (b) In the most improved systems of Dairying to young women, daughters of the Agricultural classes.

THE TRAINING INSTITUTION.—The Training Institution is situated on the farm. The buildings comprise dormitories, dining hall, lecture and school-room; museum, library, and laboratory; an extensive range of farm offices and dairies fitted up with improved machinery and implements.

THE FARMS AND GARDENS, which contain about 180 statute acres, are situated about three miles north of Dublin, and one mile from the Village of Glasnevin.

An area of 6A. 0R. 17P. (statute) is cultivated as a small Spade Labour Farm, with the view of exhibiting a proper system of cultivating the vast number of small farms in Ireland.

An area of 22A. 3R. 7P. has been set apart with a view of illustrating a system of farm management adapted to the circumstances of farmers whose holdings are large enough to give employment to one or two horses.

The remaining portion of the land forms the large farm. The arrangements for affording to the students as large an amount of information as possible upon every branch of the business of farming, including dairy husbandry, the fattening of cattle, the breeding and rearing of different kinds of live stock, the various operations of field culture, and the permanent improvement of the soil, are such as to place within their reach an opportunity of becoming acquainted with the details of practical agriculture.

The Gardens.—In order that the students should have an opportunity of acquiring a knowledge of horticultural pursuits, about three statute acres are set apart and cultivated as a kitchen garden. There are, also, a small conservatory, peach house, vinery, fruit and flower gardens, &c.

INSTRUCTION.—The course of instruction imparted by the Literary teacher embraces all the branches which constitute a sound English Education; namely, English Grammar and Composition, Arithmetic,

Book-keeping, and Mathematics, Natural Philosophy, Land Surveying, Levelling and Mapping. *Appendix A.*

Each of the Lecturers of the Institution delivers a course of lectures every session. These lectures are illustrated by means of diagrams, collections of minerals, plants, &c., and chemical apparatus. *Rules and Regulations of Commissioners.*

In order that the students may become fully acquainted with improved practical husbandry, they are called upon to take part, for a limited time, in the performance of every farm operation—the feeding and management of live stock, &c. They are also made practically acquainted with the uses of a large collection of improved farm implements and machines.

There is one Session of eight months in the year, from 1st March to 31st October.

ADMISSION.—Four classes are admitted to the Institution—

I.—Free Intern or Resident Students, who are boarded, lodged, and educated at the public expense, and who are admitted by competitive examination. This Competitive Examination takes place in January in each year.

These free places are open to all well-conducted young men throughout the country.

Some respectable person must certify (1) that the candidate's age is not under 17 years; (2) that he possesses the necessary health and physical capacity for farming; and (3) that he is of good moral character and possesses the required literary attainments, industrial habits and tastes.

The young men nominated for competition are required to attend an examination in the subjects specified in the programme, held in their respective districts on some fixed day prior to the opening of each session.

Students admitted to the Institution must defray their own travelling expenses.

II.—Paying Intern Students.—A limited number of whom are admitted on the following conditions:—

They must possess sufficient literary acquirements to enable them to profit by the lectures of the various Professors. Accordingly, candidates will be required to pass a fair examination in the following subjects:—

To read and spell with tolerable correctness the words of an easy lesson and explain the meaning; to know the parts of speech, and write easy sentences from dictation; to write on paper a fair hand; to know the first four rules of arithmetic, and work easy sums in them; to know the general outlines of the Maps of the World, Europe, and Ireland.

Each candidate must submit, for the information of the Commissioners of National Education, an application paper duly signed by some respectable person who has known him, setting forth his age—which must not be under 16 years—and full particulars as to the school or schools where he received his previous education.

The Fee for each Session is £15.

This payment includes the cost of instruction, board, lodging, washing, and medical attendance.

A student whose conduct has been satisfactory may enter upon a second Term and such additional Sessions as may be necessary for his training.

The Commissioners will not admit any candidate who may have been expelled from a school or college for bad conduct.

Any paying student who shall leave of his own free will before the expiration of the Session, or who shall be removed for misconduct, will be liable to forfeit the fee for the remainder of that Session.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

Paying students must conform to all the regulations for the discipline of the establishment. They must take part in all the farm operations. They take their meals at the same table with the free students; sleep in the same dormitories, and receive the same treatment in all respects.

The paying students whose conduct is satisfactory will be allowed to compete among themselves each session for a limited number of free places—one free place being reserved for every five paying students.

Students of the above classes (free and paying students) are required to provide themselves on entering the Institution with two suits of clothes (a strong working suit and a Sunday suit), four towels, two night shirts, a pair of slippers, a hair brush and comb, tooth brush, and other necessary articles.

Candidates seeking admission to the Institution should either have had the small-pox, or have been successfully vaccinated.

Each student on entering the Institution will be required to lodge £2 for necessary repairs to clothing, &c.; any portion of this money not expended will be refunded to him on his leaving the Institution.

III.—Extern Students.—Young men who board and lodge at their own expense in the neighbourhood are permitted to partake of the advantages of the Institution on the following terms:—

1. That while at the Institution they shall be treated in every way like the resident class.
2. That they attend punctually, with the Intern Students, all the lectures delivered at the Institution.
3. That they be amenable to the rules and regulations.
4. That each shall pay, in advance, a fee of £4 a Session.

No specified time is set apart for the training of students of this class.

IV. THE DAIRY SCHOOL STUDENTS.—The Commissioners of National Education have the co-operation of the Royal Dublin Society in carrying out some of the details of this Department.

Dairy Pupils are admitted to the Institution for instruction in Dairy management.

The First Session of Six Weeks commences early in January; the second early in November.

In the Institution they will at all times be under the supervision of an experienced Matron.

The Commissioners do not defray the travelling expenses of Dairy Pupils.

The course of training will embrace:—

- (a.) Instruction in the principles of feeding cows, calves, pigs, and of the treatment of milk and its products, poultry, and their management.
- (b.) The PRACTICE OF DAIRYWORK. The making of butter and cheese in large and small dairies with improved machinery and implements as well as by ordinary appliances.
- (c.) Such other subjects as may be determined by the Commissioners of National Education.

Prizes for proficiency at the end of the Course will be awarded upon a scale to be hereafter determined.

The fee for the Session of Six Weeks is £3. This fee covers the expense of board, lodging, washing, and medical attendance.

As the Pupils will take part in the work of the Dairy they will be required to bring to the Institution a serviceable dress, aprons, &c.

which should be of plain washing material. In addition to their dress, &c., Dairy Pupils must bring four towels, a pair of slippers, hair brush and comb, tooth brush, and other necessary articles.

Some respectable person must certify that the applicant is of good moral character, and she must produce a medical certificate that she is in health and free from any cutaneous disease.

Each Student who deserves it will receive a Certificate, bearing testimony to general conduct and proficiency in studies.

V.—TEACHERS.—Teachers of National Schools, especially of those with farms or gardens attached, or who may expect to be able to get land for a small farm or a garden, and who are effective in the discharge of their duties, are selected for a course of instruction extending over six weeks, to enable them to become acquainted with the practice and science of agriculture, and to acquire a thorough understanding of any special treatise sanctioned as a class book in agriculture by the Commissioners.

During the attendance of a Teacher at the Albert Institution, for a six weeks' course of instruction in agriculture, salary and results fees will be allowed to the Teacher for the period, provided (a) his school is kept open by an assistant or other competent person, or (b) is closed by the Manager for the ordinary summer vacation during such period. In the latter case the limit of vacation within the year would be extended by a fortnight—Rule 112.

Teachers admitted to the Institution are provided with board, lodging, washing and medical attendance *gratis*, and receive their actual travelling expenses.

PROGRAMME OF ENTRANCE COMPETITIVE EXAMINATION FOR FREE AGRICULTURAL PUPILS.

Reading.—Any passage selected in the Fifth Book of Lessons.

Writing.—Candidates are expected to write a legible hand with facility.

Spelling.—Tested by writing from dictation any passage selected from the Fifth Book of Lessons.

Grammar.—Parsing sentences in Fourth Book of Lessons.

Geography.—The general outlines of Mathematical and Local Geography.

Arithmetic.—Fractions, Simple and Compound Proportion, Practice, and Interest.

Book-keeping.—The Board's Text Book on the subject.

Mathematics.—The First and Second Books of Euclid, and the Mensuration of Superficies.

Agriculture.—The Agricultural Text Books published and sanctioned by the Board.

Appendix A.
Rules and
Regulations
of Commissioners.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

XVIII.

MUNSTER MODEL AGRICULTURAL AND DAIRY NATIONAL SCHOOL.

This Institution, which is within three miles of Cork, was established for the purpose of affording instruction in the science and practice of Agriculture to the sons of farmers and others.

A Local Committee co-operates with the Commissioners of National Education and their officers in watching over the interests of the School, in collecting local funds, and in applying these funds to objects which they think best calculated to promote Agricultural Education in Munster.

There are two main departments of the Institution :—

- I. The instruction and training of the sons of farmers and others in the best modes of developing the resources of the land.
- II. The instruction of the daughters of farmers and of others in improved modes of dairy management.

On the farm attached to the School, which comprises 126 acres, experiments are carried out on all matters of practical interest in agricultural work, such as the use of manures, cropping of land, feeding of cows, both Summer and Winter, rearing of calves, &c.

AGRICULTURAL SCHOOL.

The arrangements for the training of farmers' sons embrace instruction in the science and practice of agriculture, with practical demonstration in the most approved means and appliances used in the cultivation and general management of land, and dairying in all its branches.

Instruction is also imparted in the general branches of education, including farm accounts, land surveying, levelling and mapping, &c.

Lectures are given (1) in Agriculture and in Natural History, including the habits of parasites and insects which injure farm crops, &c.; (2) in Chemistry and Geology, in their application to agriculture, by a Chemist; (3) in the structure and diseases of farm animals, by a Veterinary Surgeon.

There is one Session in each year for Agricultural Students, from August 20th to December 20th.

The fee for the Session is £7, payable in advance to the Commissioners.

Non-Resident or Extern Students are admitted on paying a fee of £3 for an entire session; or 10s. for each separate course of Lectures as set forth above.

At the end of each Session the Students are examined under the direction of the Commissioners of National Education, and prizes, presented by the Royal Agricultural Society of Ireland, are awarded to the

most deserving, according to the following scale, which is subject to *Appendix A.*
revision by the Local Committee :—

Prizes calculated upon a maximum of 24 Pupils, £1 per Pupil being allocated.	Agriculture, &c. &c.	Chemistry and Geology.	Veterinary.	Farm Accounts, Land Sur- veying, &c.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
First Prize,	3 10 0	2 10 0	2 10 0	2 10 0
Second Prize,	2 10 0	1 10 0	1 10 0	1 10 0
Third Prize,	1 10 0	1 0 0	1 0 0	0 10 0
Fourth Prize,	1 0 0	—	—	—

Rules and
Regulations
of Commis-
sioners.

A Student whose conduct is satisfactory may enter for a second term.

DAIRY DEPARTMENT.

The training of young women of the agricultural classes in Dairy Management includes :—

- I. Elementary instruction in the nature of food, and the feeding of milch cows; and in the nature of milk and its products.
- II. Practical demonstrations in the most approved systems of Dairy Management.
- III. Such other subjects as the Commissioners and Committee may determine.

The making of butter is carried on with ordinary appliances as well as with the most approved, including practical instruction in the Factory System, and use of the Separator.

There are three Sessions, or Terms, of two months each, in the year, viz. :—

First Session commencing	1st Wednesday in January.
Second	3rd Wednesday in March.
Third	4th Wednesday in May.

The Fee for each Term is £3 3s., payable in advance.

Non-resident or Extern Students are admitted at a Fee of 15s. for the Session.

At the end of each Term an Examination is held under the direction of the Commissioners of National Education, and Scholarships, and Prizes presented by the Royal Dublin Society, are awarded to the most meritorious Students.

Three Scholarships are offered for competition at the end of each Session, and will be awarded on total marks of over 75 per cent. gained for :—

- 1st. Proficiency as tested by examination.
- 2nd. Butter making.
- 3rd. General Dairy Business.
- 4th. Best Note Book.

Other Pupils who pass creditably in those subjects will be awarded such prizes as the Examiners may recommend.

Appendix A. N.B.—A Scholarship consists of a free place, value £3 3s. for one session, to be held within twelve months from date of examination. Any pupil remaining two sessions within twelve months, and passing the prescribed Examination, will be awarded a Diploma.

Rules and
Regulations
of Commis-
sioners.

POULTRY AND BEES.

Instruction will also be given in the rearing and feeding of Poultry and Bee-keeping.

COOKERY AND SEWING CLASSES.

Under the superintendence of the Ladies' Committee, classes are held during the Dairy Pupils' term for instruction in Cookery and the economical management of food.

Attendance at these classes is not compulsory, and there is no extra fee. Prizes are awarded to all the Pupils at the end of the term according to their proficiency. They consist of cooking utensils to the value of—First Class, 7s. 6d.; Second, 5s. These cooking utensils to be selected by the winner of the prize. These prizes are given by the Ladies' Committee, who also give Special Prizes for tidiness and needlework.

Members of the Ladies' Committee visit the school regularly during the Dairy Pupils' term.

The fees named above cover board, lodging, washing, and medical attendance.

In every case of contagious disease or severe illness, a student will be sent home, or to a hospital approved of by the medical attendant.

Prospectus, forms of application, &c., can be had on application to the Secretaries, Education Office, Marlboro'-street, Dublin; from the Superintendent, Munster Agricultural School, Cork; Richard Barter, Esq., J.P. Hon. Secretary to the Local Committee, St. Anne's Hill, Cork; or from W. B. Lacy, Secretary to the Committee, 20, Cook-street, Cork.

XIX.

QUALIFICATIONS REQUIRED OF PUPIL-TEACHERS IN MODEL SCHOOLS, AT ENTRANCE, TERMS OF THEIR ADMISSION, COURSE OF TRAINING, AND GENERAL TREATMENT.

I. (a.) The number of Pupil Teachers to be admitted to each Model School depends upon the accommodation provided for them, or the educational facilities available for their preliminary training. (b.) Candidates must be prepared for examination in the course prescribed for second examination of Sixth Class.

II. (a.) The appointments of Pupil Teachers date from 1st July only. (b.) Pupil Teachers are admitted for one year's service, but may be continued for a second year. (c.) After the completion of their first year of service, on passing a satisfactory examination in the course for Third Class Teachers, Pupil Teachers, if of sufficient age, will be

placed in Second Division of Third Class; and after completion of a second year of service they will, on same condition, be promoted to First Division of Third Class.

Appendix.
Rules and
Regulations
of Commis-
sioners.

III.—Candidates selected for Office of Pupil-Teacher should, as a rule not be under sixteen, or above twenty years of age; they must be of a sound and healthy constitution, and free from any physical or mental defect at all likely to impair their usefulness as Teachers. They should also be furnished with a Medical Certificate, and with a Certificate of character from the Clergyman under whom they have been brought up.

IV.—A sum of £1 10s. per quarter may be awarded to each Pupil-Teacher retained for a second year, provided he be favourably reported on as to his conduct, proficiency in study, &c., by the District Inspector. At the end of first year he will be awarded a gratuity not exceeding 30s. if recommended by Inspector.

V.—In the District Model Schools Pupil-Teachers are lodged and boarded at the expense of the Commissioners, their dietary being prescribed by the Board. Pupil-Teachers are not boarded in Minor Model Schools, but they receive a salary of £26 per annum with the gratuities and allowances specified in Section IV.

VI.—Pupil-Teachers will be granted actual travelling expenses when first entering the Model Schools and on finally leaving them; also, for going home and returning at the time of Midsummer and Christmas Vacations; but if the expenses of going and returning at Christmas exceed 30s., the excess will not be allowed.

VII.—The Commissioners grant books to the amount of 10s. to Pupil-Teachers on joining Model Schools, which they are free to take with them at the close of one year.

VIII.—The examination and selection of Candidates are made by the Head and District Inspectors—and to these Officers communication should be made by all parties seeking admission into these Institutions.

XX.

MODEL NATIONAL SCHOOLS, MARLBOROUGH-STREET.

The Model Schools, Marlborough-street, consist of ten distinct departments, each under its own special organization, and are designed to exhibit the most approved methods of conducting National schools, and to afford to the Teachers in training in the Board's Training College an opportunity of practising the Art of Teaching daily under the Professors of Training, and Teachers of the Model Schools.

The salaries of the Principal and Assistant Teachers are paid according to special rates approved by the Lords of Her Majesty's Treasury. See note †, p. 35.

These Teachers, in addition to their salaries, receive results fees and a portion of the school fees. The Pupil Teachers and Monitors are paid at the same rates as those who serve in the other model schools. See Rules 210 to 215, p. 35.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

XXI.

REPAYMENTS to be MADE by TEACHERS TRAINED at the PUBLIC
EXPENSE ENTERING the CIVIL SERVICE.

The Lords of Her Majesty's Treasury have applied the Rule enforced in England for many years past—that teachers trained at the cost of the State shall repay the cost of their training before they are allowed to enter the Civil Service. The rule is—

“(a) Pupil teachers, or those who have been so, for each £26 will have to pay £8 18s. 4d. or a less sum in proportion. (b) Persons admitted as Queen's scholars to a Training College will have to repay the amount expended by the State upon their training. (c) The sums to be severally reducible by one-thirtieth for each year served after the end of the training in elementary schools for the poor.”

XXII.

The following Table, sanctioned from 1st July, 1887, shows the maximum staff which under any circumstances can be recognized in National Schools. But see Rules 180 and 239.

Average daily Attendance.	In addition to a Principal.*	
	Assistants.	Monitors.
40 but under 50	—	1
50 " 70	—	2
70 " 105	1	2
105 " 120	2	2
120 " 140	2	3
140 " 155	3	3
155 " 175	3	4
175 " 190	4	4
190 " 210	4	5
210 " 225	5	5
225 " 245	5	6
245 " 260	6	6
260 " 280	6	7
280 " 295	7	7
295 " 315	7	8
315 " 330	8	8
330 " 350	8	9
350 " 365	9	9
365 " 385	9	10
385 " 400	10	10
400 " 420	10	11
&c.	&c.	

N.B.—*Workmistresses are not taken into account in this Table*

The above scale applies to appointments to assistantships made since 14th May, 1879.

* In schools where Assistants having vested interests under the old scale of averages are employed, the number of Monitors, if recognised, will be diminished according to the excess in the number of Assistants over the number available per the above scale.

XXIII.

INSTRUCTIONS to MANAGERS of NATIONAL SCHOOLS as to method
of paying TEACHERS' SALARIES.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

1. Managers of National Schools are informed that, with a view to facilitating payment of salaries to National Teachers, the Lords of Her Majesty's Treasury have, with the concurrence of the Post Office Department and the Commissioners of National Education, appointed the use of a Form to supersede both the Post Office Money Order and the Receipt Form, previously in use.

2. A supply of the form, sufficient for the wants of the school should be applied for, and a due reserve kept on hands. It is also of much importance that these forms be kept in safe custody, and used only as required when the times of salary payments come round.

3. When forwarding the forms to the Education Office for authorization of payment, care should be taken *not to attach them* by means of gum or other adhesive matter to the accompanying Quarterly Return, or to an enclosing envelope, should such be used, lest the forms should become mutilated in the opening, and thus be rendered invalid.

4. When a number of the forms are forwarded for the same school they should be pinned together.

5. It is also requested that Managers will see, before certifying the Quarterly Returns, that the NAME OF THE MONEY ORDER OFFICE at which the salary is to be paid, is entered thereon, and that it corresponds with the name entered at part 1 of the application form.

6. In case there are more teachers than one to be paid, and that some particular payment is to be made at a money order office not in the locality of the school (as may occur when a teacher has gone to another school), such office should be indicated on the Quarterly Return as well as on the application form.

7. The form is called "Teachers' Money Order."

8. Should any manager fail to receive back the form, authorized for payment, on the 15th day after the close of the quarter, he should then, but not earlier, inform the Office of its non-arrival, giving name and roll number of school, name of teacher, and of money order office, when the matter will be forthwith investigated.

9. In cases of Gratuities and Results fees, &c., the amounts of which are always determined in the Education Office, Money Orders will be drawn in the office and will be thence issued for payment.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

XXIV.

HALF-TIME PUPILS ATTENDING NATIONAL SCHOOLS.

The Commissioners having had under consideration the case of factory children who attend National Schools for half time, have decided that the following attendances qualify such pupils for presentation for fees to the teachers at the annual results examinations, viz :—

- 200 days of 2 hours a day.
- 135 days of 3 hours a day.
- 100 days of 4 hours each day.
- 80 days of 5 hours each day.
- 66 days of 6 hours each day.

The teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

XXV.

RESULTS FEES.

Under the ordinary regulations, Results Fees are payable as follows:

- (a.) To Schools in Contributory Unions (under the Act 38 and 39 Vict., cap. 96), the full amount in the proportion of two-thirds from the Imperial grant, to one-third contributed from the local rates.
- (b.) To Schools in Non-Contributory Unions, one-third only of the full amount that would be payable if Schools were in Contributory Unions.

RESULTS FEES CONTINGENT ON LOCAL AID.

The Commissioners of National Education have received the sanction of the Lords of Her Majesty's Treasury to the payment of Contingent Results Fees to Schools situated in Non-contributory Poor Law Unions, on the following principle :—

- (a.) If the Local Aid equals the Contingent Moiety, the entire of such moiety will be payable.
- (b.) If the Local Aid falls short of the Contingent Moiety, only a part of such moiety equivalent to the Local Aid will be payable.

This concession has been secured on the understanding that the efforts to develop adequate and liberal local contributions will not be relaxed. The Commissioners trust that the Managers of Schools will endeavour to stimulate local effort, bearing in mind that the grants of salary and Results Fees are only in aid of the incomes of the Teachers, and are not intended to supersede the contributions of the localities.

The Certificate which the Teachers and Managers are called upon to make is intended to insure that the amount to be locally provided by the Managers of the Schools towards the Teachers' incomes shall be in cash, and that it shall be *bona fide* raised and paid to the Teachers within the Results Period.

Should it appear in any case that the amount was provided by the Teacher himself, or that it was advanced by the Manager or any other person with an understanding that he was to be recouped by the Teacher, the Commissioners would regard such a proceeding as a violation of the conditions under which the grant is made.

In furnishing their Results Reports, Inspectors are required to certify to the amount of Local Aid received (in cash) by the School Staff of each School during the Results period, and duly recorded in the Report Book. *Appendix A. Rules and Regulations of Commissioners.*

In case of an Evening school, attached to a Day school, if the local contributions specified on Day School Return are sufficient to meet conditions for both Day and Evening school, Results Fees first and second moieties may be paid.

XXVI.

FREE STOCK.

Scale of Grants made to new Schools, &c.

Class.	Average Attendance.	Amount of Free Grant.	Amount to be purchased as Sale Stock.	Class.	Average Attendance.	Amount of Free Grant.	Amount to be purchased as Sale Stock.
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
1	50 Children or under,	4 0 0	1 5 0	16	401 to 425	11 10 0	3 0 0
2	51 to 75	4 10 0	1 7 6	17	426 to 450	12 0 0	3 0 0
3	76 to 100	5 0 0	1 10 0	18	451 to 475	12 10 0	3 0 0
4	101 to 125	5 10 0	1 12 6	19	476 to 500	13 0 0	3 0 0
5	126 to 150	6 0 0	1 15 0	20	501 to 525	13 10 0	3 10 0
6	151 to 175	6 10 0	1 17 6	21	526 to 550	14 0 0	3 10 0
7	176 to 200	7 0 0	2 0 0	22	551 to 575	14 10 0	3 10 0
8	201 to 225	7 10 0	2 0 0	23	576 to 600	15 0 0	3 10 0
9	226 to 250	8 0 0	2 0 0	24	601 to 625	15 10 0	4 0 0
10	251 to 275	8 10 0	2 0 0	25	626 to 650	16 0 0	4 0 0
11	276 to 300	9 0 0	2 0 0	26	651 to 675	16 10 0	4 0 0
12	301 to 325	9 10 0	2 0 0	27	676 to 700	17 0 0	4 0 0
13	326 to 350	10 0 0	2 10 0	28	701 to 725	17 10 0	4 0 0
14	351 to 375	10 10 0	2 10 0	29	726 to 750	18 0 0	4 0 0
15	376 to 400	11 0 0	2 10 0	30	751 to 775	18 10 0	4 0 0
				31	776 to 800	19 0 0	4 0 0

XXVII.

PRIVATE CONTRIBUTION FUNDS TOWARDS NATIONAL EDUCATION.

THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools* the interest accruing from the Private Bequests' Fund in annual premiums, to be called "The Carlisle and Blake Premiums."

* Teachers of Model Schools, Convent Schools, or other special Schools are not eligible for this premium.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

2. Three premiums, the first of £7, the second of £6, and the third of £4, will be awarded to the most meritorious teachers of the group of School Districts under the superintendence of each of the six Head Inspectors.

3. There will thus be six premiums of the first class, six of the second class, and six of the third class, to be awarded annually.

4. Each District Inspector, at the commencement of the results year, shall recommend the teacher whom he considers most eligible to compete for these premiums, on the grounds of general efficiency and usefulness, regard being had to the following provisions:—

- (a.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.
- (b.) That a fair proportion of the pupils have passed in the higher classes.
- (c.) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.
- (d.) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

5. The Head Inspectors will then examine the schools of the teachers thus nominated, and, in a special report, recommend the three best for the premium in the order of merit.

6. No teacher will be eligible for a premium two years in succession.

7. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

THE WORSHIP FUND.

ALLOCATION of the BEQUEST of the late REV. W. T. WORSHIP, of BEESTON, NORFOLK.

The annual interest on £100, bequest of the late Rev. W. T. Worship, Rector of Beeston, Norfolk, is allocated by the Commissioners as premiums to two of the teachers sent up for training, who shall, upon examination by the Professors, appear best prepared in the school-books of the Board for entering on the course of training, in the Commissioners' College, Marlborough-street.

REID PRIZES AND EXHIBITIONS FUND—(CO. KERRY).

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who bequeathed £9,435 towards the advancement of education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest by the Commissioners of National Education:—

PART I.

During the five years' service of a Monitor there are two Principal Examinations, viz.:—one at the end of his Third Year and the other at the end of his Fifth Year. After each of these Principal Examinations

the Reid prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of prizes :—

Appendix A.
Rules and
Regulations
of Commis-
sioners.

(A.) AT END OF MONITOR'S THIRD YEAR OF SERVICE:—				(B.) AT END OF MONITOR'S FIFTH YEAR OF SERVICE:—			
First Prize	.	.	£20	First Prize	.	.	£25
Second "	.	.	18	Second "	.	.	22
Third "	.	.	16	Third "	.	.	20
Fourth "	.	.	14	Fourth "	.	.	18
Fifth "	.	.	12	Fifth "	.	.	16
Sixth "	.	.	10	Sixth "	.	.	14
£90				£115			

PART II.

The Trustees also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their course of training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on without dropping a year to the degree of Arts.

The recommendations of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

XXVIII.

PUPILS of INDUSTRIAL SCHOOLS (certified under the Industrial Schools Act) attending NATIONAL SCHOOLS.

(a.) The accounts of the attendance, &c., of Industrial School pupils must be perfectly separate and distinct from those of the ordinary pupils of the National School. Separate registers, roll books, and daily report books must always be used.

(b.) The attendances of the certified Industrial School pupils must be returned by the Inspector, in a supplemental report, and by the Manager, in the quarterly returns, separately from the ordinary pupils, so that payment may not be made by this Board for the instruction of the Industrial School pupils—such payment being made directly by the Industrial Schools Department.

(c.) It seems very desirable, if not absolutely necessary, that Industrial pupils attending a National School should be instructed in precisely the same manner as the ordinary day pupils, because it would seriously interfere with the organization and working of the school, and greatly embarrass both teachers and Inspectors if the former class of pupils were taught according to a programme different from that adopted in the case of the latter.

(d.) The Industrial School pupils are to be examined at each inspection, and it is considered desirable that such pupils, provided they have been regularly instructed along with the ordinary day pupils, and in the same programme, should not be examined separately. At the results examination their names should be entered on a separate examination roll, in order that they may not be mistaken for pupils for whom results fees are to be awarded, but there should be no difference made in the actual examination, and the condition of 100 days' attendance is to be fulfilled. They should be examined simultaneously with the day pupils.

BOARDED-OUT PAUPER CHILDREN ATTENDING NATIONAL SCHOOLS.

Regulation adopted by the Local Government Board, with the approval of His Grace the Lord Lieutenant :

"The child shall, when of sufficient age to attend school, be made to attend the nearest National school, or other public school, and to remain there during the ordinary school-hours; and a certificate of such attendance, signed by the teacher and showing the days of absence, shall be given to the Relieving Officer each month, provided that if the school be not a National school the child shall be examined annually by an Inspector of the Commissioners of National Education at a convenient time and place, and the results of the examination reported to the Board of Guardians."

The Commissioners have intimated to the Local Government Board that with regard to "boarded-out" pauper pupils attending schools that are not National, their District Inspectors will be prepared to examine them at the Workhouse nearest or most convenient to them.

Also, that the Inspector will give at least one month's notice of his intended examination, when it will be for the Poor Law authorities to secure the attendance of the "boarded-out" children; and that the Inspector will, in each case, leave an abstract of the answering of each of the children with the Master of the Workhouse in which the examination is held.

As nearly all the Workhouses have National schools attached to them, it is presumed that in many cases Inspectors will have the opportunity of examining the children referred to along with the Workhouse pupils at the Annual Results Inspection.

XXX.

CHILDREN coming within the meaning of the FACTORY ACT, 1874 (37 and 38 Vic., cap. 44).

1. The 12th Section of the Act makes provision for the issue of certain Educational Certificates in the case of children of the age of thirteen years and under the age of fourteen years seeking employment in factories.

2. The Order of the Lord Lieutenant and Privy Council, dated 4th March, 1876, and published in the *Dublin Gazette* on the 7th March following, gives effect to this Section of the Act, in its application to Ireland.

3. Inspectors are required to carefully examine both these documents, as it is part of their duty to see that Certificates under the Act are issued in the cases contemplated by the 12th Section above referred to, which commenced operation on the 7th September, 1876.

4. In order to carry out the regulations prescribed by the Lord Lieutenant in Council, the Commissioners of National Education have issued the following instructions to their Inspectors, viz. :—

- (a.) That they take care that the Teachers of National Schools in localities in which factories are situated, shall be informed as to the nature and object of the 12th Section of the Factory Act, 1874.

- (b.) That such Teachers be required to give notice to the Inspector, at least fourteen days prior to the date appointed for the Annual Results Examination of their Schools, if any of their pupils, or other young persons, have signified their desire to be examined with a view to obtaining "Certificates" under the Act.
- (c.) That upon receipt of this information the Inspectors shall transmit to them the enclosed forms of Notice and "Examination Schedule." The latter should be prepared by the Teacher, in duplicate, at the same time as the ordinary Examination Roll, and should contain the names of all those referred to at par. (b).
- (d.) That in the case of pupils who had given the necessary number of attendances, their names should also be entered on the ordinary Examination Roll, &c., and the Teacher required to transcribe on the Promotion Sheet the enclosed form of authorization, which should be signed by the Inspector before transmitting the list of promotions to the School. *The Duplicate of the "Examination Schedule" should be returned at the same time as the Promotion Sheet.*
- (e.) That Certificate books shall be supplied to Schools through the Inspectors, as occasion may require; and that the books be preserved by Teachers as School Records.

The Inspectors of National Schools are required to co-operate in every way in their power with the Sub-Inspectors of Factories in Ireland, whose duty it is to see that the provisions of the Factory Act are fully complied with; and who have received instructions to assist in carrying out the Orders of the Lord Lieutenant in Council.

The ORDER IN COUNCIL is as follows:—

Whereas, by the Twelfth section of the Factory Act, 1874, it is enacted as follows:—

"After the first day of January, one thousand eight hundred and seventy-six, for the purpose of this Act and of the Factory Acts, 1833 to 1856, in the case of a factory to which this Act applies, a person of the age of thirteen years and under the age of fourteen years shall be deemed to be a child, and not a young person, unless he has obtained from a person authorized by the authority hereinafter mentioned a certificate of having attained such standard of proficiency in reading, writing, and arithmetic as may be from time to time prescribed for the purposes of this Act by that Authority: Provided that any such person who previously to the first day of January, one thousand eight hundred and seventy-six, is lawfully employed in any such factory as a young person, may continue to be so employed in like manner as if this section had not been enacted.

"The authority for the purposes of this section shall be:—

- "(a.) In England, the Lords of the Committee of the Privy Council on Education;
- "(b.) In Scotland, the Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland; and
- "(c.) In Ireland, the Lord Lieutenant of Ireland, with the advice of his Privy Council.

"The standard of proficiency so prescribed shall be published in the London, Edinburgh, or Dublin Gazette, according as it is prescribed by the authority in England, Scotland, or Ireland, and shall not have effect until the expiration of at least six months after such publication."

Appendix d. And whereas the Commissioners of National Education in Ireland have duly made a regulation, bearing date the 29th day of February, 1876, which, after reciting the aforesaid twelfth section of the Factory Act, 1874, is as follows:—

Rules and
Regulations
of Commis-
sioners.

“And whereas for the better carrying out of the above-recited provision in Ireland, it has been referred to us, the Commissioners of Education, by the Lord Lieutenant of Ireland, to make regulations for the due examination of such persons as shall apply for certificates under the aforesaid section, and for the granting of certificates to them by persons duly authorized in that behalf:

“Now we, the Commissioners of National Education in Ireland, do hereby make the regulations following, that is to say:—

“1. The Inspector, after his yearly visit to a school, will grant such certificates as may be required for scholars who have reached the standard prescribed by or pursuant to the provisions of any Act for regulating the education of children employed in labour.

“2. The Inspector may depute his assistant, or the *classified* teacher of the school, to sign these certificates.

“3. Certificates will be issued for those scholars only who may pass in all the three subjects in the prescribed standard, or in a higher standard.

“4. For the purpose of granting these certificates, the Inspector, or his assistant will examine—

“(a.) Scholars in the school, whether they have made 90 attendances or not, or whether after the 1st of March, 1877, they shall have made 100 attendances or not.

“(b.) Other children, not being scholars in the school (allowed by the Managers to attend) on the day of inspection.

“5. If there is no school under inspection at which the children of any parish, or group of parishes, for whom certificates are required, can conveniently attend for examination, application for a special examination may be made by any person interested in procuring such certificates, subject to the following regulations:—

“(a.) The application shall be sent to the Inspector for the district not less than 14 days before the date at which it is desired that the examination should be held.

“(b.) The applicant must specify the number of children (not less than 15) to be presented for examination, and must undertake—

“That all children within the parish, or group of parishes, for whom certificates are needed, will be summoned to and allowed to attend the examination; and

“That a convenient room will be provided for the examination at such day and hour as shall be fixed by the Inspector.

“6. The applicant must satisfy the Inspector that he is a proper person to conduct the preliminary proceedings, and, if necessary, to receive for distribution the certificates which may be granted after examination.

“And we, the Commissioners of National Education in Ireland, hereby recommend—

“That the standard of proficiency to be fixed for the purposes of the Act shall be regulated by the programme of examination prescribed for Fourth Class in National Schools, viz.:—

“Reading.—Reading intelligently any passage from the Fourth Book of Lessons or a book of equal difficulty.

“Writing.—In small hand, eight lines, dictated slowly from a reading book; spelling and handwriting to be considered.

“Arithmetic.—Compound rules (money, and common weights and measures), avoirdupois weight, long measure, liquid measure, time table, square and cubical measures, and any measure which is connected with the industrial occupations of the district.”

Now we, James, Duke of Abercorn, Lord Lieutenant-General and *Appendix.*
 General Governor of Ireland, by and with the advice of Her Majesty's Rules and
 Privy Council in Ireland, under the powers given to us by the Factory Regulations
 Act, 1874, and all other powers enabling us in that behalf, do hereby of Commis-
 sioners.
 order as follows :—

That the standard of proficiency to be fixed for the purposes of the
 aforesaid Act, shall, *for the present*, be regulated by the programme
 of examination prescribed for Fourth Class in National Schools, viz. :—

Reading.—Reading intelligently any passage from the Fourth Book
 of Lessons or a book of equal difficulty.

Writing.—In small hand, eight lines, dictated slowly from a reading
 book ; spelling and handwriting to be considered.

Arithmetic.—Compound rules (money, and common weights and
 measures), avoirdupois weight, long measure, liquid measure,
 time table, square and cubical measures, and any measure
 which is connected with the industrial occupations of the district.

And we do hereby further order, that the person authorized to grant
 certificates of attainment in pursuance of the above-recited section of
 the Factory Act, 1874, shall be the Inspector, or the person deputed
 by him, as described in the afore-cited regulation of the Commissioners
 of National Education.

Given at the Council Chamber in Dublin, the 4th day of March, 1876.

The following notices have been issued in respect of the Act :—

NOTICE to the TEACHER of ——— NATIONAL SCHOOL.

Should any pupils of the above-named National School who have given
 the number of attendances required for Results payments be desirous of
 obtaining certificates as having passed in the fourth class, with a view to
 entering a factory under the 12th Section of the Factory Act, 1874, the
 Teacher is requested to transcribe the subjoined form of authorization, for
 the Inspector's signature, below the list of names entered on the ordinary
 Promotion Sheet.

In the case of all pupils—whether they have made the prescribed num-
 ber of attendances or not—or of other young persons, not pupils, who
 have signified their desire to be examined, in order to obtain certificates
 under the Act, the Teacher is requested to enter their names, &c., on the
 enclosed "Examination Schedule," which should be prepared in duplicate,
 and furnished to the Inspector on the day of the Results Examination.

FORM OF AUTHORIZATION.

"I hereby depute the Teacher of the ——— National School to issue
 to the pupils who have passed in the fourth class such certificates as may be re-
 quired to prove that they have reached the standard of proficiency prescribed
 by or pursuant to the provisions of the Factory Act, 1874."

————— Inspector of National Schools.

————— Date.

EXAMINATION SCHEDULE.

District No. ———

————— National School.

Roll No. ———

————— Teacher.

List of Children desirous of obtaining Certificates of Proficiency under Section
 12 of the Factory Act, 1874 (37 & 38 Vic., chap. 44).

No.	A. Name.	B. Age last Birth-day.	C. Results of Examination.		
			Reading.	Writing.	Arithmetic.
1					
2					
3					
4					
&c.					

Appendix A. I certify that the children named in the foregoing Schedule have passed in the subjects of Reading, Writing, and Arithmetic, in the prescribed programme (see note at foot), except in those cases where a cipher is set opposite the name; and I hereby depute the teacher for the time being of the school named on the first page of this Schedule to issue accordingly, under his or her hand, for the children against whose names no ciphers appear in any of the subdivisions of column C, such Certificates as may be required to prove that they have reached the standard of proficiency prescribed by or pursuant to the provisions of the Factory Act, 1874.

Rules and
Regulations
of Commis-
sioners.

Given under my hand, this day of , 188 .


Inspector of National Schools.

NOTE.—Programme of proficiency referred to above :—

Reading.—Reading, intelligently, any passage from the Fourth Book of Lessons, or a book of equal difficulty.

Writing.—In small hand, eight lines dictated slowly from a reading book; spelling and handwriting to be considered.

Arithmetic.—Compound rules (money, and common weights and measures), avoirdupois weight, long measure, liquid measure, time table, square and cubical measures, and any measure which is connected with the industrial occupations of the district.

Name of Child, _____		CERTIFICATE UNDER FACTORY ACT.
Age last Birthday, _____		_____ National School.
Date of Exam.—day of _____ 188—		I, being the Teacher of the above-named School, do hereby, in pursuance of authority for that purpose delegated to me under the hand of _____ Inspector of National Schools, certify that _____ aged _____ (last birthday) has passed the requirements for _____ Class under the rules of the Commissioners of National Education in Ireland.
No. on Schedule, _____		Signed this _____ day of _____ 188—
Date _____ day of _____ 188—		Signature _____
Signature of Teacher, _____		

CIRCULAR ISSUED TO INSPECTORS, August 29, 1876.

FACTORY CHILDREN IN NATIONAL SCHOOLS.

By an Order of the Privy Council made on the 11th instant, and published in the *Dublin Gazette* of the 15th instant, the Regulations under which Certificates are issued in Ireland for Scholars who have reached the standard prescribed by, or pursuant to, the provisions of any Act affecting the education of children employed in labour, have been slightly modified, and that from and after the 15th of February, 1877, the following is to be the Standard of Proficiency in Reading, Writing, and Arithmetic, viz. :—

Reading.—Reading intelligently any passage from the Fourth Book of Lessons published by the Commissioners, or from a book of equal difficulty.

Writing.—Writing in Small Hand eight lines dictated slowly from a reading book. Spelling and handwriting to be considered.

Arithmetic.—Compound Rules (Money) and Reduction of Common Weights and Measures.

XXXI.

Appendix A.

RULES as revised 11th December, 1885, for the ADMINISTRATION
of the TEACHERS' PENSION FUND, Act 42 & 43 Vic., cap. 74.

Rules and
Regulations
of Commis-
sioners.

EXTRACTS FROM THE ACT.

SECTION 9.

From and after the commencement of this Act, every classed teacher of a National school shall, unless permitted by the Commissioners of Education to continue in the service, retire at the age of sixty-five years in the case of males, and at the age of sixty years in the case of females.

SECTION 6.

It shall be lawful for the Lord Lieutenant, with the consent of the Treasury, to grant to any classed teacher of a National school in Ireland, on his retirement from the service, a pension or gratuity according to the scale, and subject to the provisions contained in the schedule to this Act, chargeable upon the pension fund, and to be paid in the prescribed manner.

If any question arises as to the claim of any person or class of persons for a pension or gratuity under this Act, it shall be referred to the Treasury, whose decision shall be final.

SECTION 11.

The schedule to this Act shall be construed and have effect as part of this Act. The rules in the schedule to this Act may from time to time be revoked, varied, and added to by the Lord Lieutenant with the consent of the Treasury.

Qualifications for Admission to the Pension System.

1. The following rules will be substituted for the rules in the schedule to the Act 42 & 43 Vic., cap. 74, and will take effect from and after the 1st January, 1886. They will apply to all teachers except those who, having been in the service on the 1st January, 1880 have omitted to bring themselves under the operation of the Act.

2. A teacher appointed or re-appointed on or after the 1st January, 1886, shall not be eligible to subscribe for pension under the Teachers' Pension Act unless:—

(a.) If appointed for the first time, he be on appointment under 35 years of age, or under the age of 45 years provided he come from some educational organization and satisfy the Commissioners of National Education that he has been continuously employed from the 1st January, 1880, as a public teacher.

(b.) If re-appointed after an interval of more than ten years, he be at the time of re-appointment under the age of 35 years (or 45 years provided he satisfy the Commissioners of National Education that he has been continuously employed as a public teacher under some educational organization from the age of 35 years).

Appendix A. (a.) If re-appointed after an interruption of five years' service or upwards, the Commissioners of National Education certify that the teacher has satisfied them as to his health in the same manner as if he were appointed for the first time.

Rules and Regulations of Commissioners.

3. Each Teacher shall be required to produce proof of age, satisfactory to the Superintendent of the Teachers' Pension Office.

Class A and Class B.

4. From and after the 1st January, 1886, teachers will be divided into two classes, viz., Class A and Class B.

Class A will consist of all teachers appointed from and after the 1st January, 1886; and of such teachers on the establishment of the Pension Fund on the 31st December, 1885, as shall elect to come under the rules for Class A.

Class B will consist of teachers on the establishment of the Pension Fund on the 31st December, 1885, who have omitted, within the period prescribed for choice, to elect to join class A.

5. As soon as may be a circular will be despatched to each teacher from the Teachers' Pension Office, explaining to him the conditions on which he can join Class A.

If he desire to join class A, he must signify his wish on the form provided for the purpose within thirty days from the date of the Circular. The decision so communicated will be final.

If no reply be received within the time specified the teacher will be regarded as electing to remain under the former conditions: that is,—on Class B.

6. A teacher who shall have paid premiums before the 1st January, 1886, and shall have interrupted his service before that date shall, if re-appointed within five years from the date of quitting the service have the option of rejoining in Class A or Class B.

Classification.

7. The first division of the first class and the second division of the first class shall be regarded as separate classes, and as regards teachers in the service before the 15th August, 1879, the old second division of the first class, and the old first division of the second class shall be regarded as separate classes, except for purposes of establishment when they shall be respectively regarded as in the present second division of the first class and in the second class.

8. For the purposes of the Act, probationary or provisional classed service shall reckon as service in the third class.

9. For the purposes of the Teachers' Pension Act, a classed teacher appointed on or after the 1st January, 1886, to be an assistant teacher in an ordinary National school, shall be held to be of the third class, so long as he remain an assistant teacher. This rule will not apply to any teacher paying premium under the Teachers' Pension Act before the 1st January, 1886.

10. For the purposes of the Act the several classes of teachers above the third class shall be deemed to consist of the following numbers (hereinafter called "the standard numbers"); that is to say,

Appendix.
Rules and
Regulations
of Commissions.

Males.	Females.
First Class—First Division, . . . 150	First Class—First Division, . . . 130
First Class—Second Division, . . . 410	First Class—Second Division, . . . 350
Second Class, 1,850	Second Class, 1,550

Should the teachers actually paying premiums in any class above the third class reach at any time the standard number, a teacher thereafter promoted to such higher class shall continue to pay the premiums and be entitled to the pension of the class below until a vacancy occurs in the standard number of the teachers paying the premium of such higher class, when he shall be entitled to claim to pay the increased premium assigned to his then age, and to secure the pension of the higher class. If the total number of male classed teachers paying premiums exceeds five thousand three hundred, or the total number of female classed teachers paying premiums exceeds five thousand four hundred, the junior teachers in excess of those numbers shall not be entitled to the benefits of this Act until by seniority they come within such numbers, and their so coming within such numbers shall be held for all purposes of the Act, except the reckoning of service under Art. 12, to be their appointment to the service.

If the first division of the first class be not full, the number in the second division may exceed the standard number, provided the total for the two divisions be not exceeded. Similarly, if the first and second divisions of the first class together be not full, the number in the second class may exceed the standard number, provided the total number allowed for the first and second classes be not exceeded.

If the number allowed for any class be (subject to the above arrangement) full, and if a teacher who has temporarily withdrawn from the service return thereto, such teacher shall be borne as supernumerary of the class until a vacancy occur, into which he can be absorbed.

11. Notwithstanding any provision to the contrary, a teacher already paying premiums if promoted to a higher class, may elect to reject the pension privileges of such class, to which he is promoted.

Rejection under this Article of the Pension Rights of a class shall be final.

Definition of Service.

12. For all purposes of the Teachers' Pension Act, service shall only count for such period as the teacher shall have been in receipt of salary or other emolument from the Commissioners of National Education, out of moneys voted by Parliament, as remuneration for duty in a Model or ordinary National school. Service shall not count if given by a male teacher before the age of twenty-one years, or by a female teacher before the age of eighteen years.

13. In computing service for pension, the aggregate period of absence shall be the total of the several periods not counting as service under Article 12 which shall have occurred between the teacher's entering the service or attaining the age from which service counts (whichever event

Appendix A. may last happen) and the teacher's finally quitting the service, or
Rules and Regulations of Commissioners. attaining the age for compulsory retirement (whichever event may first happen).

Payment of Premiums.

14. There shall be deducted from the quarterly salary payable to a classed teacher one-fourth part of the premium shown against the age of the teacher at the time of appointment in Column I of Table I, or of Table II. (according to whether he belongs to Class A or Class B). In the case of a teacher not in receipt of quarterly salary, the deduction may be made from any other moneys payable periodically to the teacher as remuneration out of the votes of Parliament, provided that the stoppage for a period of twelve months shall not be less than the sum named in Table I. or Table II., as the case may be.

If the Teacher's remuneration be insufficient to allow of such stoppage, the Teacher shall be deemed, for the purposes of the Act, to be out of the service until his remuneration be sufficient for the resumption of stoppages.

15. A teacher on promotion shall be required, subject to the condition in Article 11, to submit thereafter to a deduction, in addition to the premium already deducted, of the amount of premium shown for the class to which promoted, according to the age on promotion, in Table I. if he be in Class A, or Table II. if he be in Class B.

16. If a teacher is or has been appointed in the first instance to a class above the third, or if on promotion a teacher passes or has passed over a class, he shall nevertheless, subject to the condition in Article 11, pay in addition to the premium of his actual class the premium for each lower class.

17. If a teacher rejoin the service after interruption of service exceeding five years, he shall be regarded, for the purposes of the Act, as joining the service for the first time; his past premiums, if not already repaid to him, being treated as so much to his credit until exhausted in the payment of the new premiums.

18. A premium shall not be due until the quarter to which it relates is completed. The whole premium for a quarter shall be due at the end thereof, even though the teacher may not have been in the service for the whole of the quarter; but no premium shall be charged for service which shall terminate before the end of the quarter.

19. The rates of premium payable by teachers shall be as shown in the following Table I., for teachers of Class A, and in Table II. for teachers of Class B:—

[TABLE I.]

Appendix A.

Rules and
Regulations
of Commis-
sioners.

TABLE I.

ANNUAL PREMIUMS payable by Teachers of Class A. to secure a deferred Pension.

Age on Appointment or Promotion.	MALES, payable until 65 years of age or until the completion of 40 years service from the age of 21.				FEMALES, payable until 60 years of age or until the completion of 40 years service from the age of 18.				Age on Appointment or Promotion.
	Col. 1. Pension £30	Col. 2. Pension £40	Col. 3. Pension £50	Col. 4. Pension £60	Col. 1. Pension £35	Col. 2. Pension £45	Col. 3. Pension £55	Col. 4. Pension £65	
	3rd Class.	2nd Class.	1st Class 2nd Div.	1st Class 1st Div.	3rd Class.	2nd Class.	1st Class, 2nd Div.	1st Class 1st Div.	
18	£ 2. 0. 0	£ 3. 0. 0	£ 4. 0. 0	£ 7. 8. 0	£ 12. 8. 0	£ 4. 8. 0	£ 8. 8. 0	£ 8. 8. 4	18
19	0 10 0	0 3 4	0 4 0	0 8 0	0 13 4	0 5 0	0 7 0	0 8 8	19
20	0 10 4	0 3 4	0 4 4	0 8 4	0 14 0	0 5 0	0 7 4	0 9 0	20
21	0 11 0	0 5 8	0 4 4	0 8 8	0 14 8	0 5 4	0 7 8	0 9 4	21
22	0 11 8	0 6 8	0 4 8	0 9 4	0 15 4	0 5 8	0 8 0	0 10 0	22
23	0 12 4	0 4 0	0 5 0	0 9 8	0 16 4	0 6 0	0 8 4	0 10 4	23
24	0 12 8	0 4 0	0 5 0	0 10 4	0 17 0	0 6 4	0 9 0	0 11 0	24
25	0 13 4	0 4 4	0 5 4	0 10 8	0 18 0	0 6 8	0 9 4	0 11 4	25
26	0 14 0	0 4 8	0 5 8	0 11 4	0 19 0	0 7 0	0 10 0	0 12 0	26
27	0 15 0	0 4 8	0 6 0	0 12 0	1 0 0	0 7 4	0 10 4	0 12 8	27
28	0 15 8	0 5 0	0 6 4	0 12 4	1 1 0	0 7 8	0 11 0	0 13 4	28
29	0 16 4	0 5 4	0 6 8	0 13 0	1 2 0	0 8 0	0 11 8	0 14 0	29
30	0 17 4	0 5 8	0 7 0	0 13 8	1 3 4	0 8 4	0 12 0	0 15 0	30
31	0 18 4	0 6 0	0 7 4	0 14 8	1 4 8	0 9 0	0 12 8	0 15 8	31
32	0 19 4	0 6 4	0 7 8	0 15 8	1 8 4	0 9 8	0 13 8	0 16 8	32
33	1 0 8	0 6 8	0 8 4	0 16 4	1 7 8	0 10 0	0 14 4	0 17 8	33
34	1 2 0	0 7 0	0 8 8	0 17 4	1 9 4	0 10 8	0 15 4	0 18 8	34
35	1 3 0	0 7 4	0 9 4	0 18 4	1 11 4	0 11 4	0 16 4	1 0 0	35
36	1 4 4	0 7 8	0 10 0	0 19 8	1 13 4	0 12 0	0 17 4	1 1 4	36
37	1 6 4	0 8 4	0 10 8	1 1 0	1 15 4	0 12 6	0 18 4	1 2 8	37
38	1 8 0	0 9 0	0 11 4	1 2 4	1 18 0	0 13 8	0 19 8	1 4 4	38
39	1 9 8	0 9 4	0 12 0	1 3 8	2 0 8	0 14 8	1 1 0	1 6 0	39
40	1 11 8	0 10 0	0 12 8	1 5 4	2 3 4	0 15 8	1 2 8	1 7 8	40
41	1 14 4	0 11 0	0 13 8	1 7 4	2 7 0	0 17 0	1 4 8	1 10 0	41
42	1 17 0	0 11 8	0 14 8	1 9 8	2 10 8	0 18 4	1 6 4	1 13 4	42
43	1 19 8	0 12 8	0 16 0	1 11 8	2 14 8	0 19 8	1 8 4	1 16 0	43
44	2 3 0	0 13 8	0 17 0	1 14 4	2 19 4	1 1 4	1 11 0	1 18 0	44
45	2 6 8	0 14 8	0 18 8	1 17 4	3 4 8	1 3 4	1 13 8	2 1 8	45
46	2 10 8	0 16 0	1 0 4	2 0 8	3 11 0	1 5 8	1 17 0	2 5 4	46
47	2 15 4	0 17 8	1 2 4	2 4 4	3 18 4	1 8 4	2 0 8	2 10 4	47
48	3 1 0	0 19 4	1 4 4	2 8 8	4 7 0	1 11 4	2 5 4	2 15 8	48
49	3 7 0	1 1 0	1 7 0	2 13 8	4 17 0	1 15 0	2 10 8	3 2 0	49
50	3 14 4	1 3 4	1 9 8	2 19 4	5 9 4	1 19 4	2 17 0	3 10 0	50
51	4 3 0	1 6 4	1 13 4	3 6 4	6 4 8	2 3 0	3 5 0	4 0 0	51
52	4 13 8	1 9 8	1 17 8	4 13 0	7 3 8	2 11 8	3 14 8	4 12 0	52
53	5 6 4	1 13 8	2 2 8	4 5 0	8 8 8	3 0 8	4 7 8	5 7 8	53
54	6 2 4	1 18 8	2 9 0	4 18 0	10 1 0	3 13 8	5 5 0	6 9 4	54
55	7 2 4	2 5 0	2 17 0	5 14 0	12 8 8	4 10 0	8 0 4	7 19 0	55
56	8 2 0	2 13 0	3 7 8	6 15 4	15 18 4	5 14 8	8 5 8	10 2 8	56
57	10 4 4	3 4 4	4 1 8	8 8 4	21 16 8	7 17 4	11 2 0	13 19 4	57
58	12 13 0	4 0 6	5 9 0	10 4 0	28 11 8	12 2 0	17 9 4	21 10 0	58
59	14 11 4	5 4 8	8 12 8	13 5 0	38 2 8	24 10 8	25 8 8	43 12 0	59
60	21 0 8	7 4 8	9 4 4	18 8 4					
61	35 19 8	11 8 4	14 8 0	28 15 8					
62	75 8 0	28 13 4	30 2 4	60 4 8					
63	75 8 0	28 13 4	30 2 4	60 4 8					
64	75 6 0	28 13 4	30 2 4	60 4 8					

[TABLE II.]

Appendix A.

TABLE II.

Rules and Regulations of Commissioners. ANNUAL PREMIUMS payable by Teachers of Class B. to secure a deferred Pension.

Age on Appointment or Promotion.	MALES, payable until 65 years of age.				FEMALES, payable until 60 years of age.				Age on Appointment or Promotion.
	Col. 1. Pension £25 from 63.	Col. 2. Pension £46 from 63.	Col. 3. Pension £50 from 63.	Col. 4. Pension £38 from 64.	Col. 1. Pension £25 from 60.	Col. 2. Pension £34 from 60.	Col. 3. Pension £47 from 60.	Col. 4. Pension £54 from 60.	
	3rd Class.	2nd Class.	1st Class, 2nd Div.	1st Class, 1st Div.	2nd Class.	2nd Class.	1st Class, 2nd Div.	1st Class, 1st Div.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
18	0 7 8	0 2 4	0 8 0	0 8 0	0 12 8	0 4 8	0 6 8	0 8 4	18
19	0 8 0	0 2 8	0 8 4	0 8 4	0 13 4	0 5 0	0 7 0	0 8 8	19
20	0 8 4	0 2 8	0 8 4	0 8 8	0 14 0	0 5 0	0 7 4	0 9 0	20
21	0 8 8	0 3 0	0 8 8	0 9 0	0 14 8	0 5 4	0 7 8	0 9 4	21
22	0 9 0	0 3 0	0 8 8	0 9 4	0 15 4	0 5 8	0 8 0	0 10 0	22
23	0 9 8	0 3 0	0 4 0	0 9 8	0 16 4	0 6 0	0 8 4	0 10 4	23
24	0 10 0	0 3 4	0 4 0	0 8 0	0 17 0	0 6 4	0 9 0	0 11 0	24
25	0 10 4	0 3 4	0 4 4	0 8 4	0 18 0	0 6 4	0 9 4	0 11 4	25
26	0 11 0	0 3 8	0 4 4	0 8 8	0 19 0	0 7 0	0 10 0	0 12 0	26
27	0 11 4	0 3 8	0 4 8	0 9 4	1 0 0	0 7 4	0 10 4	0 12 4	27
28	0 12 4	0 4 0	0 5 0	0 9 8	1 1 0	0 7 8	0 11 0	0 13 4	28
29	0 13 0	0 4 0	0 5 4	0 10 4	1 2 0	0 8 0	0 11 8	0 14 0	29
30	0 13 8	0 4 4	0 5 8	0 11 0	1 3 4	0 8 4	0 12 0	0 15 0	30
31	0 14 4	0 4 8	0 5 8	0 11 4	1 4 8	0 9 0	0 12 8	0 15 8	31
32	0 15 0	0 5 0	0 6 0	0 12 0	1 6 4	0 9 8	0 13 8	0 16 8	32
33	0 16 0	0 5 0	0 6 4	0 13 0	1 7 8	0 10 0	0 14 4	0 17 8	33
34	0 17 0	0 5 4	0 6 8	0 13 8	1 9 4	0 10 8	0 15 4	0 18 8	34
35	0 18 0	0 5 8	0 7 4	0 14 4	1 13 8	0 11 4	0 16 4	1 0 0	35
36	0 19 0	0 6 0	0 7 8	0 15 4	1 18 4	0 12 0	0 17 4	1 1 4	36
37	1 0 4	0 6 4	0 8 0	0 16 4	1 18 4	0 12 8	0 18 4	1 2 8	37
38	1 1 4	0 6 8	0 8 8	0 17 4	1 18 0	0 13 8	0 19 8	1 4 8	38
39	1 3 0	0 7 4	0 9 4	0 18 4	2 0 8	0 14 8	1 1 0	1 6 0	39
40	1 4 4	0 7 8	0 10 0	0 19 8	2 8 4	0 15 8	1 2 8	1 7 8	40
41	1 6 4	0 8 4	0 10 8	1 1 0	2 7 0	0 17 0	1 4 8	1 10 0	41
42	1 8 0	0 9 0	0 11 4	1 2 8	2 10 8	0 18 4	1 6 4	1 12 4	42
43	1 10 4	0 9 8	0 12 0	1 4 4	2 16 8	0 19 8	1 8 4	1 15 0	43
44	1 12 4	0 10 4	0 13 0	1 6 0	2 19 4	1 1 4	1 11 0	1 16 0	44
45	1 16 0	0 11 0	0 14 0	1 8 0	3 4 8	1 3 4	1 13 8	2 1 8	45
46	1 18 0	0 12 0	0 15 4	1 10 4	3 11 0	1 5 8	1 17 0	2 5 4	46
47	2 1 4	0 13 0	0 16 8	1 13 0	3 18 4	1 8 4	2 0 8	2 10 4	47
48	2 6 0	0 14 4	0 18 0	1 16 0	4 7 0	1 11 4	2 5 4	2 15 8	48
49	2 9 8	0 15 8	1 0 0	1 19 8	4 17 0	1 15 0	2 10 8	3 2 0	49
50	2 14 8	0 17 4	1 2 0	2 3 8	5 0 4	1 19 4	2 17 0	3 10 0	50
51	3 0 4	0 19 0	1 4 4	2 8 4	6 4 8	2 5 0	3 5 0	4 0 0	51
52	3 7 4	1 1 4	1 7 0	2 14 0	7 3 8	2 11 8	3 14 8	4 12 0	52
53	3 15 4	1 3 8	1 10 4	3 0 4	8 8 4	3 0 8	4 7 8	5 7 8	53
54	4 5 4	1 7 0	1 14 4	3 8 4	10 1 0	3 13 8	5 5 0	6 9 4	54
55	4 17 4	1 10 8	1 19 0	3 17 8	12 8 8	4 10 0	6 9 4	7 19 0	55
56	5 12 4	1 15 4	2 3 0	4 10 0	15 13 4	5 14 8	8 5 8	10 3 8	56
57	6 11 4	2 1 4	2 12 8	5 5 0	21 16 8	7 17 4	11 2 0	13 19 4	57
58	7 16 8	2 9 4	3 2 8	6 5 4	25 11 8	12 9 0	17 9 4	21 10 0	58
59	9 19 8	3 0 0	3 18 4	7 12 4	28 2 8	24 10 8	26 8 8	43 12 0	59
60	11 18 8	3 15 0	4 15 8	9 11 0					
61	16 12 0	4 18 0	6 5 0	12 9 8					
62	21 16 8	6 17 0	8 14 4	17 8 9					
63	34 5 0	10 15 4	13 14 0	27 8 0					
64	71 14 4	22 11 0	25 14 0	57 7 8					

20. To determine the premium to be paid by a male teacher in the service on the 31st December, 1885, the difference shall be taken between the premium for the age at which he entered each class according to the foregoing Tables, and the premium for the same age and class according to the Table included in the Rules dated the 9th January, 1880, and such difference shall be accumulated for the number of quarters ending on the 31st December, 1885, during which the premium shall have actually been paid. This accumulation shall be converted into such a life annuity as the Superintendent of the Teachers' Pension Office shall determine to be of equivalent value for the remaining years during which the teacher may have to pay premiums; and such life annuity shall be deducted from or added to the premium payable according to the foregoing Tables. The result shall be the premium payable, and the first such premium shall be payable on the 31st March, 1886.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

Pensions.

21. The rates of pension on which Teachers in Class A may retire are shown in the following tables, according to the class for which they may have paid premiums:—

The conditions for voluntary retirement are:—for male teachers, the completion of 55 years of age, or of 30 years service above the age of 21; for female teachers, the completion of 50 years of age, or of 30 years service above the age of 18. In the event of a teacher qualified by age to retire having less than 30 years completed service, the pension will be the highest pension shown against the age, divided by the number of completed years at the top of the column, the quotient multiplied by the number of years service counting for retirement. For convenience, if the pence in the result are not evenly divisible by 4 the next lower amount so divisible will be taken.

[*NOTE.*—For example, if a teacher of the 1st class, 1st section, aged 53, wish to retire, with only 28 years service, the pension would be for a male, £64.0.0 $\times \frac{28}{25} = £48.8.8$, or for a female, £63.0.0 $\times \frac{28}{25} = £44.2.0$.]

[TABLES.]

MALES.

FIRST CLASS, FIRST DIVISION.

Age on Retirement.		COMPLETED YEARS OF SERVICE ON RETIREMENT.										
		30	31	32	33	34	35	36	37	38	39	40
Age at Retirement.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
		61	60	59	58	57	56	55	54	53	52	51
61	66 0 0	63 4 0	70 8 0	72 12 0	74 16 0	77 0 0	79 4 0	81 8 0	83 12 0	85 16 0	88 0 0	89 3 4
60	66 15 4	63 15 8	64 16 4	66 18 8	68 17 4	70 18 0	72 18 4	74 19 0	76 19 4	79 0 0		
59	56 1 0	57 18 4	59 15 8	61 13 0	63 10 4	65 7 8	67 5 0	69 2 4	71 0 0			
58	51 17 8	53 12 4	55 7 0	57 1 8	58 16 0	60 10 8	62 5 4	64 0 0				
57	49 3 4	50 16 0	52 8 8	54 1 8	55 14 4	57 7 0	59 0 0					
56	45 6 4	48 18 8	48 9 0	49 19 4	51 9 8	53 0 0						
55	42 6 0	43 14 4	45 3 0	46 11 4	48 0 0							
54	40 0 0	41 6 8	42 13 4	44 0 0								
53	37 10 0	38 15 0	40 0 0									
52	35 16 0	37 0 0										
51	34 0 0											

MALES.

FIRST CLASS, SECOND DIVISION.

Age on Retirement.	COMPLETED YEARS OF SERVICE ON RETIREMENT.										
	30	31	32	33	34	35	36	37	38	39	40
61	45 0 0	46 16 0	48 0 0	49 16 0	51 0 0	52 16 0	54 0 0	55 16 0	57 0 0	58 16 0	60 0 0
60	41 16 8	42 18 4	44 8 0	45 18 8	47 1 4	48 9 0	49 18 8	51 4 8	52 12 4	54 0 0	
59	36 13 8	38 10 4	41 5 0	42 11 0	43 16 8	45 2 8	46 8 4	47 14 0	49 0 0		
58	32 13 4	34 17 0	38 1 0	39 4 8	40 8 8	41 12 4	42 16 0	44 0 0			
57	28 8 4	30 6 0	33 8 8	35 11 8	38 14 4	40 17 0	41 0 0				
56	21 14 4	22 15 4	23 16 4	24 17 8	25 18 8	27 0 0					
55	20 0 0	21 0 0	22 0 0	23 0 0	24 0 0						
54	18 3 8	19 2 4	20 1 0	21 0 0							
53	17 3 8	18 1 8	19 0 0								
52	15 17 0	16 0 0									
51	14 0 0										

MALES.
SECOND CLASS.

Age on Retirement.	COMPLETED YEARS OF SERVICE ON RETIREMENT.										
	30	31	32	33	34	35	36	37	38	39	40
41	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
40	34 10 0	35 13 0	36 16 0	37 19 0	38 2 0	40 5 0	41 8 0	42 11 0	43 14 0	44 17 0	46 0 0
39	32 6 0	33 7 8	34 9 0	35 10 8	36 12 4	37 18 8	38 15 4	39 16 8	40 18 4	42 0 0	
38	30 0 0	31 0 0	32 0 0	33 0 0	34 0 0	35 0 0	36 0 0	37 0 0	38 0 0		
37	27 11 0	28 9 4	29 7 8	30 6 4	31 4 8	32 3 0	33 1 4	34 0 0			
36	25 13 4	27 11 0	28 8 8	29 6 8	30 4 4	31 2 0	32 0 0				
35	24 17 0	25 13 8	26 10 0	27 6 8	28 3 4	29 0 0					
34	23 14 4	24 12 4	25 8 0	26 4 0	27 0 0						
33	21 14 4	22 10 8	23 5 4	24 0 0							
32	21 11 0	22 8 8	23 0 0								
31	20 6 4	21 0 0									
30	19 0 0										

MALES.
THIRD CLASS.

Age on Retirement.	COMPLETED YEARS OF SERVICE ON RETIREMENT.										
	30	31	32	33	34	35	36	37	38	39	40
41	26 5 0	27 2 4	28 0 0	28 17 4	29 13 0	30 12 4	31 10 0	32 7 4	33 5 0	34 2 4	35 0 0
40	24 13 0	25 8 8	26 5 0	27 1 4	27 17 8	28 14 4	29 10 8	30 7 0	31 3 4	32 0 0	
39	22 17 8	23 13 0	24 8 4	25 3 8	25 19 0	26 14 0	27 9 4	28 4 8	29 0 0		
38	21 1 8	21 18 0	22 9 8	23 3 8	23 17 8	24 11 8	25 6 0	26 0 0			
37	19 0 0	19 18 4	21 8 8	22 0 0	22 13 4	23 6 8	24 0 0				
36	18 17 0	19 8 8	20 3 0	20 14 8	21 7 8	22 0 0					
35	16 10 4	19 2 0	19 16 4	20 7 8	21 0 0						
34	17 8 4	17 17 0	18 8 4	19 0 0							
33	16 17 4	17 8 8	18 0 0								
32	16 9 0	17 0 0									
31	15 0 0										

FEMALES.
FIRST CLASS, FIRST DIVISION.

Age on Retirement.		COMPLETED YEARS OF SERVICE ON RETIREMENT.											
		30	31	32	33	34	35	36	37	38	39	40	
58 to 59	58	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	
	59	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	6 2 0	
57	57	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	
	58	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	5 10 0	
56	56	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	
	57	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	4 8 0	
55	55	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	
	56	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	3 6 0	
54	54	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	
	55	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	2 4 0	
53	53	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	
	54	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	1 2 0	
52	52	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
	53	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
51	51	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
	52	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
50	50	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
	51	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
49	49	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
	50	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
48	48	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
	49	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	

FEMALES.
FIRST CLASS, SECOND DIVISION.

Age on Retirement.	COMPLETED YEARS OF SERVICE ON RETIREMENT.											
	30	31	32	33	34	35	36	37	38	39	40	
58	35 5 0	36 8 4	37 12 0	38 15 4	39 19 0	41 2 4	42 6 0	43 9 4	44 13 0	45 16 4	47 0 0	
57	33 1 4	34 3 4	35 5 8	36 7 8	37 9 8	38 11 8	39 13 8	40 15 8	41 18 0	43 0 0		
56	31 11 4	32 12 8	33 13 8	34 14 8	35 15 8	36 16 8	37 17 8	38 19 0	40 0 0			
55	30 0 0	31 0 0	32 0 0	33 0 0	34 0 0	35 0 0	36 0 0	37 0 0				
54	28 6 8	29 5 5	30 4 4	31 3 4	32 2 0	33 1 4	34 0 0					
53	27 8 4	28 0 8	29 5 0	30 3 4	31 1 8	32 0 0						
52	26 9 4	27 7 0	28 4 8	29 2 4	30 0 0							
51	25 9 0	26 6 0	27 3 0	28 0 0								
50	24 7 4	25 3 8	26 0 0									
49	23 4 4	24 0 0										
48	22 0 0											

FEMALES.
SECOND CLASS.

Age on Retirement.	COMPLETED YEARS OF SERVICE ON RETIREMENT.										
	30	31	32	33	34	35	36	37	38	39	40
<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>
35	25 10 0	26 7 0	27 4 0	28 1 0	28 18 0	29 15 0	30 12 0	31 9 0	32 6 0	33 3 0	34 0 0
34	23 17 0	24 12 8	25 8 8	26 4 8	27 0 4	27 16 4	28 12 4	29 8 0	30 4 0	31 0 0	
33	22 17 8	23 13 0	24 8 4	25 3 8	25 19 0	26 14 0	27 9 8	28 4 8	29 0 0		
32	21 17 8	22 12 4	23 7 0	24 1 8	24 16 0	25 10 8	26 5 4	27 0 0			
31	20 16 8	21 10 4	22 4 4	22 18 4	23 12 0	24 6 0	25 0 0				
30	19 14 4	20 7 4	21 0 4	21 18 8	22 6 8	23 0 0					
29	19 0 0	20 1 0	20 14 0	21 7 0	22 0 0						
28	18 8 8	18 15 8	19 7 8	20 0 0							
27	17 16 0	18 8 0	19 0 0								
26	16 9 0	17 0 0									
25	16 0 0										

FEMALES.
THIRD CLASS.

Age on Retirement.	COMPLETED YEARS OF SERVICE ON RETIREMENT.										
	30	31	32	33	34	35	36	37	38	39	40
<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>	<i>E. s. d.</i>
35	18 15 0	19 7 4	20 0 0	20 12 4	21 5 0	21 17 4	22 10 0	23 2 4	23 15 0	24 7 4	25 0 0
34	17 13 8	18 5 4	18 17 4	19 9 0	20 1 0	20 13 8	21 4 4	21 16 4	22 8 0	23 0 0	
33	17 8 0	17 19 8	18 11 0	19 2 8	19 14 0	20 5 4	20 17 0	21 8 4	22 0 0		
32	16 4 0	16 15 0	17 6 0	17 16 8	18 7 4	18 18 4	19 10 0	20 0 0			
31	15 16 8	16 7 0	16 17 8	17 8 4	17 18 8	18 9 4	19 0 0				
30	14 11 4	15 1 0	15 10 8	16 0 4	16 10 4	17 0 0					
29	14 2 0	14 11 8	15 1 0	15 10 4	16 0 0						
28	13 12 8	14 1 8	14 10 8	15 0 0							
27	13 2 4	13 11 0	14 0 0								
26	12 11 8	13 0 0									
25	12 8 8										

Appendix A. 22. The rates of pension on which teachers in Class B may retire are shown in the following tables, according to the class for which they may have paid premiums.

MALES.

Age on Retirement.	1st Class, 1st Division.	1st Class, 2nd Division.	2nd Class.	3rd Class.
	£	£	£	£
65	88	60	46	35
64	79	54	42	32
63	71	49	38	29
62	64	44	34	26
61	59	41	32	24
60	53	37	29	22
59	48	34	27	21
58	44	31	24	19
57	40	29	23	18
56	37	26	21	17
55	34	24	19	15

FEMALES.

Age on Retirement.	1st Class, 1st Division.	1st Class, 2nd Division.	2nd Class.	3rd Class.
	£	£	£	£
60	68	47	34	25
59	58	43	31	23
58	53	40	29	22
57	49	37	27	20
56	45	34	25	19
55	42	32	23	17
54	39	30	22	16
53	36	28	20	15
52	33	26	19	14
51	30	24	17	13
50	28	23	16	12

A teacher who entered the service after the 1st of January 1880, who shall retire at an age below that fixed for compulsory retirement, to benefit by this article must have been in the service for at least 10 years.

23. Service after the age of 65 for males or 60 for females, even if specially permitted, shall not confer any right to an increase of pension.

24. Pensions will be paid quarterly in arrear, on proof being furnished of existence and identity.

Gratuities in Case of Disability.

25. If the Commissioners of Education certify to the Lord Lieutenant that they are satisfied that a male teacher under the age of fifty-five or a female teacher under the age of fifty, who, in case he or she continued in the service until the age for compulsory retirement would be entitled to a retiring allowance under this Act, has become incapable from permanent

infirmity of mind or body to discharge the duties of his or her situation, the Lord Lieutenant with the consent of the Treasury, may grant to such teacher a gratuity, or, if the Lord Lieutenant think it more expedient, a pension on retirement according to the following scale, and having regard to the highest class for which such teacher shall have paid the premium.

Appendix A.
Rules and Regulations of Commissioners.

Age on Retirement.	First Class, First Division.		First Class, Second Division.		Second Class.		Third Class.	
	Gratuity.	Pension.	Gratuity.	Pension.	Gratuity.	Pension.	Gratuity.	Pension.
	£	£	£	£	£	£	£	£
54	282	31	206	23	165	18	132	14
53	270	28	199	21	160	17	129	13
52	257	26	191	19	156	16	127	13
51	245	23	186	18	151	15	124	12
50	233	21	179	16	146	14	121	11
49	220	19	172	15	142	13	118	10
48	207	18	165	14	137	12	116	10
47	195	16	158	13	133	11	113	9
46	182	15	151	12	128	10	111	9
45	169	13	144	11	124	9	108	8
44	156	12	136	10	118	8	106	8
43	142	11	127	9	113	8	101	7
42	129	9	119	9	107	7	98	7
41	115	8	110	8	102	7	94	6
40	102	7	102	7	96	6	91	6
39	100	7	100	7	95	6	91	6
38	98	6	98	6	94	6	91	6
37	95	6	95	6	93	5	91	5
36	93	5	93	5	92	5	91	5
35	91	5	91	5	91	5	91	5
34	83	5	83	5	83	5	83	5
33	75	4	75	4	75	4	75	4
32	68	4	68	4	68	4	68	4
31	60	3	60	3	60	3	60	3
30	52	3	52	3	52	3	52	3

26. A teacher applying to retire on a gratuity under Art. 25, shall comply with any instructions he may receive from the Superintendent of the Teachers' Pension Office, in the matter of medical examination or otherwise.

Repayment of Premiums.

27. If a teacher die in the service the premiums paid by him shall be paid to his legal representative with interest, at three per cent. per annum.

28. If a teacher cease to hold his appointment and application be not made to the Teachers' Pension Office within one year, in virtue of his service, for either pension or gratuity, he shall forfeit all claim thereto; but the premiums he has paid, may on his application, through his manager, to the Teachers' Pension Office, be returned to him one year after he shall have quitted his appointment, provided he shall not in the interval have been re-appointed to a school, and provided he do not come within the terms of Art. 29.

29. If a teacher dismissed from the service, or resigning his appointment, be declared by the Commissioners of National Education to be

Appendix A. incapable of re-appointment, his premiums shall, on the fact being notified by the Commissioners to the Teachers' Pension Office, be forthwith returned to him, and he shall forfeit all claim whatsoever to pension or gratuity.

Rules and
Regulations
of Commis-
sioners.

30. A teacher degraded from a higher class shall receive back any premiums paid as a consequence of service in such higher class, and shall only have a claim to the pension of the class for which he shall afterwards pay the premiums.

31. In the event of a teacher to whom premiums have been repaid, or are repayable, re-entering for further service after an interruption of service of less than five years, he shall again pay any sum which may have been repaid, and also any premiums for the quarter years during which he may have been out of the service. These sums while unpaid shall bear compound interest at the rate of three per cent. per annum. They may be paid at once on re-entering the service, or the payments may be spread by deductions from salary of over one or two years, as the Superintendent of the Teachers' Pension Office shall determine.

VIII. Teachers who before 1872, were in certain classes now obsolete.

32. A male teacher now in the second division of the first class who before 1872, was in the class then known as the second division of first class, may secure pension rights for retirement from the present second division of the first class, one-fifteenth in excess of the pension rights laid down in the Act, provided he pay in addition to his present premium two-sevenths of the premium payable at his present age for the second division of first class, subject to reduction in the same manner as is laid down in Article 20.

33. A female teacher now in the second division of the first class, who before 1872 was in the class then known as the second division of the first class, may secure pension rights for retirement from the present second division of the first class, four forty-sevenths in excess of the pension rights laid down in the Act, provided she pay in addition to her present premium four-thirteenths of the premium payable at her present age for the second division of first class, subject to reduction in the same manner as is laid down in Article 20.

34. A male teacher now in the second class, who before 1872 was in the class then known as the first division of the second class, may secure pension rights for retirement from the present second class one forty-sixth in excess of the pension rights laid down in the Act, provided he pay in addition to his present premium one-eleventh of the premium payable at his present age for the second class, subject to reduction in the same manner as is laid down in Art. 20.

35. A female teacher now in the second class, who before 1872 was in the class then known as the first division of the second class, may secure pension rights for retirement from the present second class one thirty-fourth in excess of the pension rights laid down in the Act, provided she pay in addition to her present premium one-ninth of the premium payable at her present age for the second class, subject to reduction in the same manner as is laid down in Art. 20.

36. Teachers empowered by articles 32 to 35 to secure higher pension rights shall elect whether they will or will not do so within thirty days from the date of the conditions and increased amount of premium being made known to them; and such election shall be final.

Appendix A.
Rules and
Regulations
of Comma-
sioners.

IX.—*Supplementary Pensions for Model School Teachers.*

37. A Model school teacher paying a premium to secure the pension of an ordinary National school teacher under the Act will be permitted to secure on the conditions contained in articles 38 to 48 a *supplementary pension* of any amount he may think desirable, provided that the ordinary pension payable at the age for compulsory retirement *together with the supplementary pension shall not exceed* one hundred and twenty pounds a year for a male teacher, or ninety pounds a year for a female teacher.

38. The supplementary pension shall become payable if and when the ordinary pension shall become payable. If the Model school teacher retire on a gratuity in lieu of ordinary pension under Art. 25, he shall receive a supplementary gratuity according to the scale shown in Art. 41, in lieu of a supplementary pension, but no supplementary pension or gratuity shall be payable unless the premium therefor shall have been paid for at least five full years. This proviso shall not apply to the first unit or units secured by a teacher before the 1st January, 1886.

39. The unit of supplementary pension shall be £10 a year, payable from the age for compulsory retirement, viz.:—65 years for a male teacher and 60 years for a female teacher. No supplementary pension can be secured of less amount than £10. A Model school teacher may secure any number of these units of supplementary pension, and in addition, one proportional part, if necessary, within the limit of total pension fixed by Art. 37.

40. If a Model school teacher retire voluntarily on pension before the compulsory age the supplementary pension payable in respect of each complete unit of supplementary pension secured by such teacher shall be as follows:—

Age on Retirement.	Supplementary Pension.		Age on Retirement.	Supplementary Pension.	
	Males.	Females.		Males.	Females.
64	£ s. d. 8 19 6	—	56	£ s. d. 4 4 1	£ s. d. 7 2 11
63	8 1 5	—	55	3 17 3	6 13 4
62	7 5 6	—	54	—	6 3 10
61	6 14 1	—	53	—	5 14 4
60	6 0 6	—	52	—	5 4 9
59	5 9 1	9 4 1	51	—	4 15 3
58	5 0 0	8 8 3	50	—	4 8 11
57	4 10 11	7 15 7			

41. If a model school teacher be permitted, before attaining the age for voluntary retirement to retire under Art. 25 on ordinary pension or gratuity on the ground of having become incapable from

Appendix A. permanent infirmity of mind or body to discharge the duties of his situation, such teacher shall receive for each complete unit of Rules and Regulations of Commissioners. supplementary pension secured the following supplementary pension or supplementary gratuity as the case may be.

Age on Retirement.	Supplementary Gratuity.	Supplementary Pension.	Age on Retirement.	Supplementary Gratuity.	Supplementary Pension.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
54	32 0 10	3 10 2	41	13 1 4	0 17 6
53	30 13 7	3 4 4	40	11 11 9	0 15 2
52	29 4 0	2 18 7	39	11 7 2	0 14 6
51	27 16 10	2 13 6	38	11 2 10	0 13 10
50	26 9 6	2 8 8	37	10 15 10	0 13 2
49	25 0 0	2 4 1	36	10 11 4	0 12 7
48	23 10 5	1 19 9	35	10 6 10	0 12 0
47	22 3 2	1 16 1	34	9 8 7	0 10 9
46	20 13 7	1 12 6	33	8 10 4	0 9 6
45	19 4 0	1 9 0	32	7 14 7	0 8 6
44	17 14 7	1 6 0	31	6 16 5	0 7 4
43	16 2 10	1 2 11	30	5 18 2	0 6 3
42	14 13 2	1 0 2			

42. The premium payable quarterly in respect of each complete unit of supplementary pension shall be as follows:—

Age on commencing to pay for Supplementary Pension.	Male Model School Teacher.	Female Model School Teacher.	Age on commencing to pay for Supplementary Pension.	Male Model School Teacher.	Female Model School Teacher.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
21.	0 1 9	0 2 11	43	0 5 7	0 10 11
22	0 1 9	0 3 1	44	0 6 1	0 11 10
23	0 1 10	0 3 3	45	0 6 6	0 12 11
24	0 2 0	0 3 5	46	0 7 0	0 14 2
25	0 2 1	0 3 7	47	0 7 7	0 15 8
26	0 2 2	0 3 10	48	0 8 2	0 17 5
27	0 2 3	0 4 0	49	0 8 11	0 19 5
28	0 2 4	0 4 2	50	0 9 9	1 1 10
29	0 2 6	0 4 5	51	0 10 8	1 4 11
30	0 2 8	0 4 8	52	0 11 9	1 8 9
31	0 2 9	0 4 11	53	0 13 1	1 13 8
32	0 2 11	0 5 3	54	0 14 7	2 0 9
33	0 3 1	0 5 6	55	0 16 6	2 9 9
34	0 3 3	0 5 10	56	0 18 9	3 3 8
35	0 3 6	0 6 3	57	1 1 8	4 7 4
36	0 3 8	0 6 8	58	1 5 5	6 14 4
37	0 3 10	0 7 1	59	1 10 6	13 12 6
38	0 4 1	0 7 7	60	1 17 6	—
39	0 4 5	0 8 2	61	2 8 6	—
40	0 4 7	0 8 8	62	3 6 6	—
41	0 4 11	0 9 5	63	5 3 3	—
42	0 5 3	0 10 2	64	10 14 3	—

43. The number of Model school teachers at any one time paying premiums to secure supplementary pensions shall be limited to 250. Should applications to join be received at any time from Model school teachers in excess of this number, permission to secure supplementary pension will be granted, as vacancies occur, according to priority of application.

44. A Model school teacher permitted to secure one or more units of supplementary pension may at any time thereafter secure an additional unit or units, within the limit fixed by Art. 37, on paying premium according to his age.

Appendix.
Rules and
Regulations
of Commissions.

45. If a Model school teacher paying premium for a supplementary pension be advanced in grade as a classed teacher so that the ordinary pension of his new grade together with his supplementary pension would exceed the limit laid down in Art. 37, his premium shall be reduced by such a sum as will bring it to the premium required to secure a supplementary pension equal to the difference between his ordinary pension and the limit fixed by Art. 37, and the supplementary pension secured will be held to be reduced accordingly: but no premiums shall be returned to the teacher in respect of sums already paid.

46. If a Model school teacher revert to the position of an ordinary National school teacher, any premiums paid by such teacher to secure supplementary pension shall be returned to him, without interest: and thenceforward he shall cease to have any claim to any supplementary pension whatsoever.

47. The premium payable by a model school teacher to secure supplementary pension will be deducted from the quarterly issues of salary in conjunction with the ordinary premiums then deducted.

48. In all respects not herein specifically provided for the rules applicable to ordinary pensions and premiums shall apply to supplementary pensions and the premiums necessary to secure them.

49. In the event of the Commissioners for the Reduction of the National Debt making any advance or advances under the 7th section of the Act 42 & 43 Vic., cap. 74, they may repay themselves the amount of such advances, with interest at the rate of $3\frac{1}{2}$ per cent. per annum, out of the first monies coming into their hands under the 3rd or 4th section of the said Act.

50. Wherever in these rules the word "he" occurs it may be read, unless the context clearly forbid it, as "he or she;" and the word "his" may similarly be read as "his or her."

11th December, 1885.

Appendix.

Rules and
Regulations
of Commis-
sioners.

XXXII.

EVIDENCE OF AGE AS REQUIRED BY TEACHERS' SUPERANNUATION DEPARTMENT.

Extract from the Act 42 & 43 Vic., cap. 74.

"Every Teacher shall be required to produce Proof of Age."

The evidence will have to be satisfactory to the National School Teachers' Superannuation Office; and Teachers must comply with any instructions in the matter of proof of age received from that office.

The following is the order in which Evidence of Age will be regarded as satisfactory:—

1. Registrar's Certificate of Birth.

Such Certificates can generally be obtained by persons born in England since 30th June, 1837, from the Registrar-General, Somerset House, London; by those born in Scotland since 31st December, 1854, from the General Register Office, Edinburgh; and by those born in Ireland since 1st January, 1864, from the Registrar-General, Charlemont House, Dublin; or from the Superintendent Registrar of the District in which the birth took place. Should the Certificate not contain the Christian Name of the Teacher, a Statutory Declaration that it refers to him, made by a parent or some other person able to speak positively to the fact, must be produced in support of it.

Where Evidence under this head is procurable, no other will be accepted.

2. Baptismal Certificate in which date of birth is included.

3. Baptismal Certificate (in case of a Roman Catholic) without date of birth.

A Certificate of Baptism should be a copy of the entry thereof in a Parochial or other Register, signed by the Clergyman in whose possession the Register is, and certified by him to be a true extract. Under 33 & 34 Vic., cap. 97, it must bear a penny Inland Revenue Stamp.

Statements by Parish Priests, &c., on the testimony of other parties will not be received in place of such Certificates.

4. Certified Extract from Family Bible or Prayer Book, accompanied by a Declaration made before a Magistrate by a parent or some near relative.

Declarations should be drawn upon paper bearing an Impressed 2s. 6d. General Duty Stamp, which may be obtained at a Local Stamp Office. [33 & 34 Vic., cap. 97.] The Book containing the entry of Birth must be produced to the Magistrate at the time of making the Declaration, and must be mentioned in the Declaration as having been so produced.

5. A Declaration made before a Magistrate by some relative (preferably a parent), or friend who has known the Teacher from infancy.

The Declaration must be made on paper bearing an Impressed 2s. 6d. General Duty Stamp. The Declarant should state the precise circumstances which enable him to call to mind the time of the event to which he declares.

Petty Sessions or other adhesive stamps cannot be accepted on Declarations.

Evidence under Heads 4 or 5 will not be accepted unless it can be shown that evidence under Heads 1, 2, or 3 is not procurable.

XXXIII.

Registrars' Certificates of Age of Pupils (if under 14 years) at reduced Cost [6d.]

Appendix A.

Rules and Regulations of Commissioners.

Order of Secretary of State prescribing Form of Requisition for Certified Copy of Entry of Birth in Register.

WHEREAS by section 104 of the Factory and Workshop Act, 1878, it is enacted as follows:—Where the age of any child is required to be ascertained or proved for the purposes of this Act, or for any purpose connected with the elementary education or employment in labour of such child, any person, on presenting a written requisition in such form and containing *such particulars as may be from time to time prescribed by a Secretary of State*, and on payment of such fee, *not exceeding one shilling*, as a Secretary of State from time to time fixes, shall be entitled to obtain, in Ireland, a certified copy under the hand of the Registrar or Superintendent Registrar under the Registration of Births and Deaths (Ireland) Act, of the entry in the register under that Act of the Birth of the child named in the requisition.

Now, I, the Right Honourable Richard Assheton Cross, one of Her Majesty's principal Secretaries of State, in pursuance of the power given to me as aforesaid, hereby order as follows:—

The requisition to be made under the enactment above recited to obtain a certified copy under the hand of the Registrar, or Superintendent Registrar, of an entry of birth in the Register, shall be in the form set forth in the Schedule to this order, and the fee to be paid to the Registrar shall be sixpence for each such certified copy furnished by him under the same enactment.

FORM FOR MAKING APPLICATION.

[Copies of this form can be had on application to the District Inspector or to the Office of National Education.]

Requisition for a certified Copy of an Entry of Birth for the purposes of the above Act, or for any purpose connected with the elementary education or employment in labour of a child.

To the Registrar or Superintendent Registrar having the custody of the Register in which the birth of the undermentioned child is registered: I, the undersigned, hereby demand, for the purposes above mentioned, or some or one of them, a certificate of the birth of the child named in the subjoined schedule.

Christian Name and Surname of the Child of whose age a Certificate is required.	Names of the Parents of such Child.		Where such Child was born.	In what year such Child was born.
	Father.	Mother.		

Dated this day of

Signature, _____

Address, _____

Occupation, _____

Home Office,
10th December, 1878.

Appendix A.

XXXIV.

Rules and
Regulations
of Commis-
sioners.

LEASES FOR SCHOOLS (IRELAND) ACT, 1881 (44 & 45 Vic., c. 65).

An Act to facilitate leases of land for the erection thereon of Schools and Buildings for the promotion of Public Education in Ireland.

WHEREAS it is expedient to provide greater facility for obtaining leases of land of sufficient duration to enable the erection of schools and teachers' residences for the purposes of public education in Ireland:

Be it therefore enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

Interpre-
tation of
terms.

1. In the construction of this Act the words "grantor," "lessor," and "person" shall extend to and include any body corporate.

The word "entitled" shall mean entitled either legally or equitably.

The word "settlement" shall mean every assurance or connected set of assurances, whether by articles, agreement, deed, will, Act of Parliament, or otherwise, by which lands are or shall be limited in a course of settlement or be agreed so to be settled.

The words "public education" shall include education provided in return for periodical payments as well as purely gratuitous or free education.

Power of
making
lease.

2. Every person hereinafter described entitled in possession to any estate or interest hereinafter specified in lands in Ireland, or to the receipt of the income thereof, whether or not such estate or interest shall be subject to any mortgage or other incumbrance (provided the mortgagee or incumbrancer shall not be in possession), shall have power to make leases of any part of the said lands (other than the mansion-house and demesne or pleasure grounds usually occupied with such mansion-house), and not exceeding in the whole one statute acre for the purposes and periods of time and subject to the covenants and conditions hereinafter provided (that is to say)

- (a.) Her Majesty the Queen and her successors and the Commissioners of Woods and Forests:
- (b.) Tenants in fee-simple or fee-farm, or in tail general or special, or in quasi entail:
- (c.) Tenants for their own lives or *per autre vie*:
- (d.) Married women entitled to any estate above described under letters (a.), (b.), and (c.) for their separate use, and whether restrained or not from anticipation:
- (e.) Tenants by the courtesy of England:
- (f.) Husbands seized in right of their wives or by entireties with their wives, provided every such wife shall be a concurring party in any lease under their act:
- (g.) Corporations lay, eleemosynary, and collegiate, whether aggregate or sole:
- (h.) Trustees of charities or for public purposes, provided any lease to be made by any such trustees under this Act shall be approved of under the seal of the Commissioners of Charitable Donations and Bequests for Ireland:

- (i.) Trustees under any will or settlement, provided that no lease to be made under this Act by any such trustees shall be valid without the consent in writing of any person whose consent may be requisite under such will or settlement to the exercise of any power of sale or exchange or any leasing power therein contained.

Appendix A.
Rules and Regulations of Commissioners.

3. In case any person (not being a trustee) who would be entitled to make a lease under this Act shall happen to be under any of the disabilities hereinafter mentioned, the power to lease under this Act shall be exercised in his or her name or behalf in the following manner; (that is to say), if an infant, by his or her guardian or guardians, or by the Lord Chancellor of Ireland, if such person have no guardian; if lunatic or idiot or *non compos mentis*, then by the committee of the estate, and if there shall be no such committee then by the Lord Chancellor of Ireland: Provided always, that no such lease of land belonging to an infant, lunatic, idiot, or person *non compos mentis* shall be valid without the consent of the Lord Chancellor of Ireland obtained by a summary petition to him by some person interested.

Provision in case of disability.

4. A lease under this Act may be made of any quantity of land not exceeding one acre statute measure for a site for a school or schools and playground, or other accommodation in connexion therewith, or for teachers' residences, for any term not exceeding nine hundred years; nor less than ninety-nine years, at a nominal rent.

Limitation of lease.

5. Every such lease shall imply the following covenants, conditions, and agreements as fully as if they were therein expressly inserted on the part of the lessees or grantees in such lease and their successors, or, as the case may be, their heirs, executors, administrators, or assigns, that is to say:

Covenants implied.

- (1.) Covenant to expend upon the premises demised the sum agreed on as the consideration for the lease within a period to be specified in such lease commencing from the date thereon:
- (2.) To pay the rent, and all taxes and impositions payable on the tenant's part:
- (3.) To repair, maintain, and keep the demised premises and all improvements thereon in good repair during the term:
- (4.) That the said premises shall not be used or applied for any other purposes than those to be expressed in the lease:

Conditions (5) that if the demised premises shall for a period of three years continuously cease to be used for any of the said expressed purposes, it shall be lawful for the lessor, or his, her, or their successors in estate, to re-enter; and (6) that it shall also be lawful for the said lessor, his, her, or their successors in estate, at all times to enter and inspect the premises (and all such implied covenants and conditions shall enure for the benefit of the persons who would, if no such lease had been made, have been entitled for the time being to the possession of the lands therein comprised, or the receipt of any rents thereof).

6. Every lease made under this Act shall be by indenture sealed and delivered in the presence of at least one witness, and a counterpart of such lease shall be executed by the grantees or lessees therein named, and delivered to the lessor or grantor.

Form of lease.

7. Every lease made pursuant to this Act shall be effectual to bind the lessor or grantor and his, her, and their successors, heirs, executors,

Effect of lease.

Appendix A. and administrators and assigns, and all persons deriving under the same title or settlement as the said lessor or grantor, and notwithstanding any Rules and Regulations of Commissioners. entail, law, or custom to the contrary, and whether or not there shall be any leasing power contained in any such settlement by deed or will, or belonging or annexed to the estate of such grantor or lessor, but so as not to prejudice or interfere with any such other power.

Short title. 8. This Act may be cited as the Leases for Schools (Ireland) Act, 1881.

XXXV.

PATENT GRANTING SUPPLEMENTAL CHARTER TO THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

Victoria, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth. To all unto whom these presents shall come, greeting.

Whereas, the Body Corporate and Politic of Commissioners of National Education in Ireland was incorporated under and by virtue of our Charter or Letters Patent under the Great Seal of that part of Our United Kingdom of Great Britain and Ireland, called Ireland, bearing date the Twenty-sixth day of August, in the Ninth year of our Reign, being in the year of Our Lord One Thousand Eight Hundred and Forty-five, and which said Charter was enrolled in the Office of the Rolls of Our High Court of Chancery in Ireland, on the First day of September, One Thousand Eight Hundred and Forty-five, the tenor of which Charter or Letters Patent is as follows:—

“Victoria, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth. To all to whom these presents shall come, greeting: Whereas, in order to promote the welfare, by providing for the Education of the Poor of Ireland, it is expedient that the Commissioners of National Education in Ireland should be invested with the powers and privileges herein contained. Know ye therefore, that We, of our special grace, certain knowledge, and mere motion, by and with the advice and consent of our right trusty and well beloved Counsellor, William Baron Heytesbury, Knight Grand Cross of the most Honorable Military Order of the Bath, our Lieutenant-General and General Governor of Ireland, and according to the tenor of our Letter, under our Privy Signet and Royal Sign Manual, bearing date at our Court at St. James's, the Seventh day of August, One Thousand Eight Hundred and Forty-five, in the Ninth Year of our Reign, and now enrolled in the Rolls of our High Court of Chancery in Ireland, have granted, constituted, and declared, and by these presents for Us, our Heirs and Successors, We do grant, constitute, and declare, that the Most Reverend Father in God, our trusty and right entirely beloved Cousin and Counsellor, Richard, Archbishop of Dublin, Primate of Ireland, our trusty and well-beloved the Most Reverend Archbishop Daniel Murray, our trusty and well-beloved Franc Sadlier, Doctor in Divinity, Provost of Trinity College, Dublin, our right trusty and well-beloved Counsellor, Sir Patrick Bellew, Baronet, our trusty and well-beloved Richard Wilson Greene, Esquire, our Solicitor-General in that part of our said United Kingdom called Ireland, our trusty and well-beloved Pooley Shuddham Henry, Doctor in Divinity, our trusty and well-beloved John Richard Corballis, Esquire, one of our Counsel at Law, our trusty and well-beloved Alexander Macdonnell, Esquire, and our trusty and well-beloved Charles William Fitzgerald, commonly called the Marquis of Kildare,

"Commissioners of National Education in Ireland, and all and every
 "other person and persons who shall from time to time be appointed
 "Commissioners of National Education in Ireland, by the Lord
 "Lieutenant or other Chief Governor or Governors of Ireland for the
 "time being (the said Commissioners, and all and every other person
 "and persons so appointed by the Lord Lieutenant or other Chief
 "Governor or Governors of Ireland for the time being, to be removable
 "at his or their pleasure), shall be for ever hereafter one Body Corporate,
 "called '*The Commissioners of National Education in Ireland*,' and then
 "by the name of '*Commissioners of National Education in Ireland*,'
 "into one Body Corporate and Politic, in deed, fact, and name for ever,
 "We do, for Us, our Heirs and Successors, erect, constitute, establish,
 "confirm, and declare, by these presents, and We do for Us, our Heirs,
 "and Successors, grant and declare that by the same name of '*The*
 "*Commissioners of National Education in Ireland*,' they shall have
 "perpetual succession, and that they and their successors by that name,
 "from time to time, and at all times hereafter, shall be able and capable
 "in Law, without our licence in Mortmain, to have, take, purchase,
 "receive, hold, enjoy, and retain to them and their Successors, in fee
 "and perpetuity, any manors, lands, tenements, rents, annuities, privi-
 "leges, liberties, possessions, and hereditaments of what kind, nature, or
 "quality soever in Ireland, not exceeding, in the whole, the clear yearly
 "value of Forty Thousand Pounds Sterling. And moreover to purchase
 "and acquire any goods and chattels whatsoever, and also to take and
 "receive any sum or sums of money, or any manner or portion of goods
 "and chattels that shall to them be given, granted, devised, or bequeathed,
 "by any person or persons, Bodies Corporate and Politic capable of
 "making a gift or devise thereof, and therewith and thereout to erect,
 "maintain, and support in all places of that part of our said United
 "Kingdom called Ireland, where they shall deem the same to be most
 "necessary and convenient, such and as many schools as they shall
 "think proper. And also to give, grant, alien, assign, and dispose of
 "any manors, lands, tenements, rents, hereditaments, goods, and chattels,
 "and to do and execute all and singular other matters and things
 "necessarily thereunto. And also to give and grant any lease or leases
 "of any lands or tenements belonging to, or which may hereafter belong
 "to the said Body Corporate and Politic for any term not exceeding
 "Three lives or Thirty-one years, provided that any such alienation, and
 "that every such lease or leases be made with the approbation of the
 "major part of the Members of the said Body Corporate then present (such
 "major part being at least three in number), and every lease so to be made
 "shall be of lands in possession, and not in reversion. And We do also
 "for Us, our Heirs and Successors, give and grant to every subject
 "and subjects whatsoever of Us, our Heirs and Successors, whether
 "incorporated or not incorporated, special license, power, faculty, and
 "authority, to give, grant, sell, alien, assign, dispose, or bequeath unto
 "the said Commissioners of National Education in Ireland, and their
 "successors, for the use and benefit of them and their successors, any
 "manors, lands, tenements, rents, privileges, liberties, possessions, and
 "hereditaments, of what nature or kind soever, within that part of Our
 "said United Kingdom called Ireland, so as the same do not exceed in
 "the whole the clear yearly sum of Forty Thousand Pounds sterling;
 "and that the said Body Corporate and their successors, by the name
 "of '*The Commissioners of National Education in Ireland*,' shall and
 "may plead and be impleaded, sue and be sued, answer and be
 "answered, defend and be defended, in all or any courts or places,

Appendix A.
 Rules and
 Regulations
 of Commis-
 sioners.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

"and before any Judges, Justices, Officers of Us, our Heirs and Successors, in all and singular actions, pleas, suits, complaints, matters, and demands of what kind or quality soever they shall be, in the same manner and form, and as fully and amply as any of our subjects of our realm, may or can do, sue or be sued, plead or be impleaded, answer or be answered unto, defend or be defended. And that the said Body Corporate shall and may have and use a common seal for the affairs and business of National Education in Ireland, and that it shall and may be lawful for the said Body Corporate and their successors, the same seal from time to time, to change, alter, or make new, as to them shall seem proper. And We do hereby for Us, our Heirs and Successors, ordain, declare, and direct that, whenever the said Commissioners, or either or any of them, or any other person or persons to be appointed in their place or in succession to them, or any of them, shall by death, resignation, removal, or otherwise, cease to be a Commissioner or Commissioners of National Education in Ireland, then and in every such case it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland, for the time being, by warrant under hand and seal, to appoint one other person in the place and stead of any such person so ceasing to be such Commissioner respectively, and any such person so to be appointed shall accordingly be and become one of the Commissioners of National Education in Ireland, and member of the Corporation hereby constituted. And We do hereby for Us, our Heirs and Successors, grant, declare, and appoint, that it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland, for the time being, if it shall appear fit to him or them respectively, to increase the number of the Commissioners of National Education in Ireland: Provided, however, that the whole number of persons intended by virtue of these presents to be incorporated as aforesaid, do not at any time exceed fifteen, but may consist of any less number. Lastly, We do, by these presents, for Us, our Heirs and Successors, grant unto the said Body Corporate, by the name of *'The Commissioners of National Education in Ireland,'* and to their successors, that these our Letters Patent, or the enrolment hereof, shall be in and by all things, good, firm, valid, sufficient, and effectual in the law, according to the true intent and meaning thereof, and shall be taken, construed, and adjudged in the most favourable and beneficial sense for the best advantage of the said Body Corporate, and their successors, as well in all courts of records as elsewhere, and by all and singular the officers and ministers, whomsoever and wheresoever of Us, our Heirs and Successors. Provided always, that these our Letters Patent be enrolled in our High Court of Chancery in Ireland within the space of six calendar months next ensuing the date hereof. In witness whereof We have caused these Our Letters to be made Patent. Witness, William Baron Heytesbury, our Lieutenant-General and General Governor of Ireland, at Dublin, the Twenty-sixth day of August, in the Ninth year of Our Reign." And whereas the Body Corporate and Politic of the said Commissioners of National Education in Ireland at present consists of the following named persons—that is to say, the Right Honorable Patrick Lord Bellew, formerly Sir Patrick Bellew, Baronet, the Reverend Pooley Shuldham Henry, Doctor of Divinity, the Right Honorable Alexander Macdonnell, formerly Alexander Macdonnell, Esquire, and the Right Honorable Charles William Fitzgerald, commonly called the Marquis of Kildare, being

four of the Commissioners named in and created Members of the said Body Corporate and Politic by the said Charter, and of the Right Honorable Maziere Brady, our Lord Chancellor of Ireland, Robert Andrews, Esquire, q.c., LL.D., James Gibson, Esquire, the Very Reverend Walter Meyler, Doctor of Divinity, Jeremiah John Murphy, Esquire, Master in Chancery, the Right Reverend William Higgin, Lord Bishop of Derry and Raphoe, the Honorable Mountifort Longfield, LL.D., Judge of our Landed Estates Court, Ireland, the Right Honorable Thomas O'Hagan, our Attorney-General in Ireland, being eight of the said Commissioners, since duly appointed in the manner prescribed by the said Charter. And whereas, in and by the said Charter, it was provided that the number of persons intended by virtue thereof to be incorporated, should not at any time exceed fifteen, but might consist of any less number. And whereas, in order further to promote the welfare by providing for the education of the poor of Ireland, it appears to Us expedient that the number of the Commissioners of National Education in Ireland should be increased, so that the persons constituting the said Body Corporate and Politic should not at any time exceed Twenty, of whom Ten and not more than Ten, shall be Protestants, and Ten and not more than Ten shall be Roman Catholics, but that the said persons constituting the said Body Corporate and Politic may consist at any time of a less number than Twenty. And, further, that to make up the number of said Commissioners to Twenty, as aforesaid, the persons next hereinafter named shall be forthwith created Members of the said Body Corporate and Politic in conjunction with the present Members thereof hereinbefore set forth—that is to say, the Right Honorable Edwin Richard Windham, Earl of Dunraven, the Right Honorable James Henry Monahan, Lord Chief Justice of our Common Pleas in Ireland, the Right Honorable David Richard Pigot, Lord Chief Baron of our Exchequer in Ireland, James Anthony Lawson, Esquire, LL.D., our Solicitor-General in Ireland, the Reverend John Hall, Laurence Waldron, Esquire, M.P., John Lentaigne, Esquire, and John O'Hagan, Esquire. Know ye, therefore, that We, of our special grace, certain knowledge, and mere motion, by and with the advice and consent of our right trusty and right well-beloved Cousin and Councillor, George William Frederick Earl of Carlisle, K.G., our Lieutenant-General and General Governor of that part of our said United Kingdom of Great Britain and Ireland called Ireland; and, according to the tenor and effect of our Letter, under our Privy Signet and Royal Sign Manual, bearing date at our Court at St. James's, the twentieth day of February, one thousand eight hundred and sixty-one, in the twenty-fourth year of our Reign, and now enrolled in the Rolls of our High Court of Chancery in Ireland aforesaid, have granted, constituted, and declared, and by these presents for Us, our Heirs and Successors, We do grant, constitute, and declare, that the Right Honorable Patrick Lord Bellew, the Reverend Pooley Shuldham Henry, Doctor of Divinity, the Right Honorable Alexander Macdonnell, the Right Honorable Charles William Fitzgerald, commonly called the Marquis of Kildare, the Right Honorable Maziere Brady, our Lord Chancellor of Ireland, Robert Andrews, Esquire, q.c., LL.D., James Gibson, Esquire, the Very Reverend Walter Meyler, Doctor of Divinity, Jeremiah John Murphy, Esquire, Master in Chancery, the Right Reverend William Higgin, Lord Bishop of Derry and Raphoe, the Honorable Mountifort Longfield, LL.D., Judge of our Landed Estates Court, Ireland, the Right Honorable Thomas O'Hagan, our Attorney-General in Ireland, the Right Honorable Edwin, Richard Windham, Earl

Appendix A.
Rules and
Regulations
of Commis-
sioners.

Appendix.
Rules and
Regulations
of Commis-
sioners.

of Dunraven, the Right Honorable James Henry Monahan, Lord Chief Justice of our Common Pleas in Ireland, the Right Honorable David Richard Pigot, Lord Chief Baron of our Exchequer in Ireland, James Anthony Lawson, Esquire, LL.D., our Solicitor-General in Ireland, the Reverend John Hall, Laurence Waldron, Esquire, M.P., John Lentaigue, Esquire, and John O'Hagan, Esquire, be the Commissioners of National Education in Ireland, and all and every other person and persons who shall from time to time be appointed a Commissioner or Commissioners of National Education in Ireland, by the Lord Lieutenant or other Chief Governor or Governors of Ireland for the time being (the said Commissioners, and all and every other person and persons so appointed by the Lord Lieutenant or other Chief Governor or Governors of Ireland, for the time being, to be removable at his or their pleasure) to be for ever hereafter one Body Corporate and Politic in deed and in name, and that the said Body Corporate shall be called "*The Commissioners of National Education in Ireland*," and them by the name of "*The Commissioners of National Education in Ireland*," into one Body Corporate and Politic, in deed, fact, and name, for ever, for Us, our Heirs and Successors; to direct, constitute, establish, confirm and declare; and that the said Commissioners of National Education in Ireland shall exercise and enjoy all and singular the gifts, grants, liberties, privileges and immunities, possessions, real and personal, whatsoever, by any Act or Acts of Parliament, or by the said recited Letters Patent, or by any Letters Patent granted and confirmed unto, and lawfully acquired by the said Body Corporate and Politic, or which might be exercised and enjoyed by them as members for the time being of the said corporation, and not hereby altered or amended. And We do hereby for Us, our Heirs and Successors, ordain, declare, and direct, that when the said Commissioners, or either or any of them, or any other person or persons to be appointed in their place or in succession to them, or any of them, shall by death, resignation, removal or otherwise, cease to be a Commissioner or Commissioners of National Education in Ireland, that then and in every such case it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, by Warrant, under Hand and Seal, to appoint one other person in the place and stead of any such person so ceasing to be such Commissioner, respectively, so, however, that in case at the time of such appointment the minority in number of the members of the said Body Corporate and Politic shall be Protestants, the person so to be appointed shall be a Protestant, and in case at the time of such appointment the minority in number of the members of the said Body Corporate and Politic shall be Roman Catholics, the person so to be appointed shall be a Roman Catholic; it being our intention, that as far as practicable, one-half of the Members of the said Body Corporate and Politic shall always be Protestants, and the other half Roman Catholics; and every such person so to be appointed shall accordingly be and become one of the Commissioners of National Education in Ireland, and member of the Corporation by the said recited Letters Patent, and by these our Letters Patent to be constituted. And We do hereby for Us, our Heirs and Successors, grant, declare, and affirm, that it shall and may be lawful for the said Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, if it shall appear fit to him or them respectively, to keep up the full number of twenty persons as Commissioners of National Education in Ireland; and that at all times, so long as the said full number of twenty persons shall be kept up, ten and not more than ten of such persons shall be persons

professing the Roman Catholic religion. Provided, however, that the whole number of persons intended by virtue of such Letters Patent to be incorporated as aforesaid, do not at any time exceed twenty, but may consist of any less number. And further, We do hereby for Us, our Heirs and Successors, grant, declare, and appoint, that the said recited Letters Patent, dated the Twenty-sixth day of August, in the Ninth year of Our Reign, are to be in all respects confirmed, save as to so much thereof as relates to the names, number, and religious profession of the persons as aforesaid hereafter to constitute the members of the said Corporation, and the appointments to be from time to time made in future of the persons to fill the place of members ceasing to be Commissioners as aforesaid. And lastly, We do by these presents, for Us, our Heirs and Successors, grant unto the said Body Corporate, by the name of "*The Commissioners of National Education in Ireland*," and to their successors, that these, our Letters Patent, or the enrolment hereof, shall be in and by all things, good, firm, valid, sufficient, and effectual in the law, according to the true intent, and meaning thereof, and shall be taken, construed, and adjudged in the most favourable and beneficial sense, for the best advantage of the said Body Corporate and their successors, as well in all Courts of Records as elsewhere, and by all and singular the Officers and Ministers whomsoever and wheresoever of Us, our Heirs and Successors: Provided always, that these our Letters Patent be enrolled in the Rolls of our High Court of Chancery in Ireland, within the space of six calendar months next ensuing the date hereof. In WITNESS whereof We have caused these our Letters to be made Patent. Witness, George William Frederick, Earl of Carlisle, our Lieutenant-General and General Governor of Ireland, at Dublin, the Eleventh day of March, in the Twenty-fourth Year of our Reign.

Appendix.
Rules and
Regulations
of Commis-
sioners.

RALPH CUSACK, Clerk of the Crown and Hanaper. [SEAL]

Enrolled in the Office of the Rolls of Her Majesty's High Court of Chancery in Ireland, on the Twenty-sixth day of March, One Thousand Eight Hundred and Sixty-one.

JOHN REILLY.

XXXVI. (a.)

FORM of LEASE to COMMISSIONERS of NATIONAL EDUCATION.

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN
of the first part of the second part: and THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND of the third part. WHEREAS the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the year of our Lord One Thousand Eight Hundred and Forty-five, have been incorporated, and are by said Charter empowered to take and hold lands as therein mentioned. AND WHEREAS the object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. AND WHEREAS the management of such schools belongs to the respective Local Patrons thereof, who have the power of appointing the Teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority. AND WHEREAS the said desirous that a National

Appendix A. School, to be called National School, should be established on the principles aforesaid, on the lot of ground hereinafter demised. AND *Rules and Regulations of Commissioners.* WHEREAS the sum required for the building and erecting the said intended School-house, and the finishing and furnishing thereof, amounts to the sum of AND WHEREAS application hath been made to the said Commissioners of National Education to approve of a Grant in aid of the sum so required. AND WHEREAS the sum of sterling has been raised, or is intended to be raised by voluntary contribution or local subscriptions towards defraying the expenses of the building, finishing, and furnishing said intended School-house. AND WHEREAS the said Commissioners of National Education have, in order to promote the establishment of the said School, by Minute bearing date the day of in the year of our Lord approved of the sum of sterling, to make up the said estimated sum of sterling, being paid out of the funds voted by Parliament to the Commissioners of Public Works for the erection of National Schools in Ireland. And the said has been nominated as Patron of the said intended National School, and has been approved of by the said Commissioners. NOW THIS INDENTURE WITNESSETH that the said in order to promote the said object, and in consideration of the said sum of by the said Commissioners of National Education so approved to be paid as aforesaid, doth by these presents grant and demise unto the said Commissioners of National Education, all that Lot of Ground, described in the Map thereof, on these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded To hold the same to the said Commissioners of National Education in Ireland, from the day of the date of these Presents, for and during Yielding therefor, during the said term, the Rent of One Penny on the Feast of St. Michael, in every year, if same shall be demanded. And it is hereby declared, that every school to be kept on the Premises hereby demised shall be subject to the Rules and Regulations of the said Commissioners, which are applicable to Schools vested in them, and the principal of which Rules are specified in the Schedule endorsed hereon and signed by the Secretaries of the said Commissioners, and to such further and other Rules and Regulations of the said Commissioners, as may, from time to time, be framed by them, in strict accordance with the fundamental principle above mentioned; and it is hereby agreed, that from and after the day of the date of these presents the said School-house shall be kept in repair by the said Commissioners. PROVIDED ALWAYS, and it is hereby further expressed and declared to be the true intent and meaning of these Presents, and of the several Parties hereto, that if the said his Heirs, Executors, Administrators, or Assigns, shall pay or cause to be paid to the said Commissioners of Public Works, or their Successors, all such Sum or Sums as they shall expend in building and establishing, as well as in additions or improvements to the said School, then and in such case, these Presents, and every thing herein contained shall cease and be void. PROVIDED ALSO, that in computing the amount of any additional Sums expended by the said Commissioners, no money laid out in repairs shall be taken into account, nor any Sum expended by them in any year in which the entire Sum so expended by them shall be less than Twenty-five Pounds. PROVIDED ALSO, that in case the said as Patron, shall be desirous of being discharged from the management of said School, or shall go or reside out of Ireland, or shall neglect or refuse, or become incapable to act as such Patron, or shall be anxious for any reason to be relieved from the Patronage of said School, it shall and may be lawful for him to nominate and appoint a Person, who shall, in the case of any

of the events before mentioned arising, or in case of his death, succeed him as Patron; and that such successor shall have a like power of nomination, and such successor in each case, with the approval of the said Commissioners shall act as Patron accordingly; and in the event of such Patron or any of his successors declining, neglecting, or refusing to exercise the powers of appointment hereby given as aforesaid, that then, and in all or any of such case or cases, it shall and may be lawful to and for the said Commissioners to nominate and appoint such new Patron in the room of any such Patron as aforesaid, for the management of said School. PROVIDED ALWAYS, that the person in whose room any new Patron shall be appointed as aforesaid, shall not be liable for anything done or neglected after such appointment. And the said herchy for and Heirs, Executors, Administrators, and Assigns, covenant and agree to and with the said Commissioners that he and they, their and his Heirs, Executors, Administrators, and Assigns, shall and will from time to time, and at all times hereafter, upon the request of the said Commissioners, and at cost, do and execute all such further acts, deeds, and assurances in the law whatsoever, for corroborating and confirming these Presents as by the said Commissioners or their Counsel learned in the Law, shall be reasonably required or directed. And the said covenant with the said Commissioners of National Education in Ireland, that the said Commissioners, paying the said Rent, if demanded, shall and may possess the said Premises for the said term, without any disturbance from the said Heirs, Executors, Administrators, and Assigns. IN WITNESS whereof the said hereunto put Hand and Seal, and the said Commissioners have caused their Corporate Seal to be affixed hereto, the Day and Year first above written.

Appendix A.
Rules and Regulations of Commissioners.

*Signed, Sealed, and Delivered by the said }
 in the presence of }*

XXXVI. (b.)

FORM of LEASE to TRUSTEES.

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN the first part Trustees for the purposes hereinafter mentioned of the second part, and the Commissioners of National Education in Ireland, of the third part. WHEREAS the object of the system of National Education is to afford *Combined* literary and moral, and *Separate* Religious Instruction, to Children of all persuasions, as far as possible in the same School, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. AND WHEREAS the said desirous that a National School, to be called National School, should be established on the principles aforesaid, and a suitable School-house and Premises for the same be built and erected on the lot of ground hereinafter described, and for that purpose that the said lot of ground should be demised to and vested in the said who have been nominated as Trustees of the said intended National School and Premises, and have been approved of by the said Commissioners of National Education. AND WHEREAS the sum required for the building and erecting the said intended School-house, and the finishing and furnishing thereof, amounts to the sum of AND WHEREAS application hath been made to the said Commissioners of National Education to approve of a Grant in aid of the sum so required.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

AND WHEREAS the sum of sterling has been raised, or is intended to be raised by voluntary contribution or local subscriptions towards defraying the expenses of the building, finishing, and furnishing said intended School-house. AND WHEREAS the said Commissioners of National Education have, in order to promote the establishment of the said School, by Minute bearing date the day of in the Year of our Lord approved of the sum of sterling to make up the estimated sum of sterling, being paid out of the funds voted by Parliament to the Commissioners of Public Works for the erection of National Schools in Ireland.

NOW THIS INDENTURE WITNESSETH that the said in order to promote the said object, and in consideration of the said sum of by the said Commissioners of National Education so approved to be paid as aforesaid, by these presents grant and demise unto the said and their Executors, Administrators, and Assigns, all that Lot of Ground, described in the Map thereof, on these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded To hold the same to the said and their Executors, Administrators, and Assigns, from the day of the date of these presents for and during

NEVERTHELESS upon the trusts hereinafter mentioned they the said and their Executors, Administrators, and Assigns, yielding therefor, during the said demise, the Rent of One Penny on the Feast of St. Michael, in every year, if same shall be demanded. AND it is hereby declared that the said demise is so made upon trust that a National School in connexion with the said Commissioners of National Education shall at all times, during the term aforesaid, be maintained upon the said premises, and that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners of National Education applicable to schools vested in trustees, which rules are specified in the Schedule endorsed hereon, signed by the Secretaries of the said Commissioners of National Education. PROVIDED that in case they the said and or either of them, their or any of their heirs, executors, administrators, and assigns, or any future trustee to be hereafter appointed by virtue of these presents, shall die or be desirous of being discharged from the trust hereby created, or shall go or reside out of Ireland for a continuous period of twelve calendar months, or shall neglect or refuse for three calendar months after demand made in writing by the said grantor, his heirs, executors, and assigns, or by the said Commissioners of National Education or their successors, to carry out the trusts of these presents according to the true intent hereof, or become incapable to execute such trusts, it shall and may be lawful to and for the surviving or continuing trustee or trustees to nominate and appoint a new trustee or trustees in the room of any such trustee or trustees, every such new trustee or trustees to be first approved of by the said Commissioners of National Education or their successors for the time being; and in case any such surviving or continuing trustee or trustees shall neglect or refuse to exercise the powers of appointment hereby given as aforesaid within six calendar months after all or any of the events hereinbefore mentioned shall take place, or in case the office of trustee shall, from any cause whatever, be wholly vacant for the space of twelve calendar months, that then, and in all or any of such cases, it shall and may be lawful to and for the said Commissioners of National Education or their successors for the time being to nominate and appoint such new trustee or trustees in the room of any such trustee or trustees as aforesaid, upon the like trusts as are hereinbefore mentioned, and that thereupon the said premises

hereinbefore mentioned shall be conveyed and assigned so as that the same shall vest in such new trustee or trustees so to be nominated and approved as aforesaid, either jointly with any surviving or continuing trustee or solely as the case may require upon the like trusts, and to and for and subject to the like uses, intents, regulations, conditions, and purposes as are hereinbefore mentioned, expressed, and declared or referred to, of and concerning the same. PROVIDED ALWAYS, that the person in whose room any new trustee shall be appointed as aforesaid shall not be liable for any thing done or neglected after such appointment. AND the said and do hereby for themselves, their heirs, executors, administrators, and assigns, jointly, and each of them doth for himself, his heirs, executors, administrators, and assigns, severally covenant with the said Commissioners of National Education and their successors for the time being as aforesaid in manner following, that is to say, that they the said trustees as aforesaid, and each of them, their and each of their executors, administrators, and assigns, shall and will from time to time, and at all times hereafter, well, truly, diligently, and faithfully do, execute, and perform all and every, the uses, trusts, regulations, and conditions, and for the purposes hereinbefore mentioned, expressed, and declared, or referred to, and in them, as such trustees, reposed. And in case it shall happen that at any time hereafter default shall be made in the due execution and performance of all or any of the said trusts, regulations, uses, conditions, and purposes hereinbefore mentioned and expressed, that then and in all or any of such case or cases they the said trustees, or one of them, their or one of their heirs, executors, administrators, or assigns, shall and will, if required by the said Commissioners of National Education or their successors for the time being, well and truly pay or cause to be paid back unto the said Commissioners of Public Works or their successors for the time being, as aforesaid, the said sum of sterling, so paid in aid of the erection of said National School as aforesaid. AND the said for heirs, executors, administrators, and assigns, by these presents, and they the said and for themselves, their heirs executors, administrators, and assigns, do by these presents covenant with the said Commissioners of National Education and their successors for the time being as aforesaid, that the said heirs, executors, administrators, and assigns, and they the said and each of them, their and each of their executors, administrators, and assigns, shall and will, from time to time, and at all times hereafter upon the request of the said Commissioners of National Education or their successors for the time being, and at their own proper costs and charges, do, perform, and execute all and every such further and other act and assurance in the law whatsoever, as well for corroborating and confirming these presents, as also for the further and better demising, assuring, and confirming all and singular the hereinbefore granted and demised lot of ground and premises, to the several uses and upon, for, and subject to the several trusts, intents, regulations, and purposes hereby respectively mentioned, expressed, and declared, of and concerning the same as by the said Commissioners of National Education or their successors, for the time being, their or any of their Counsel learned in the law shall in that behalf be reasonably advised, devised, required, demanded, or directed. Provided always, and it is hereby declared that it shall be lawful for the trustees or trustee for the time of these presents, with the approbation of the Commissioners of National Education in Ireland for the time being, testified by deed under their common Seal, and with the consent in writing of the said or other the person or persons for the time being entitled beneficially to the said

Appendix I
Rules and
Regulations
of Commis-
sioners.

Appendix.
Rules and
Regulations
of Commis-
sioners.

premises, hereby demised, in reversion, expectant upon the term hereby granted by any deed or deeds executed by the said trustees or trustee in the presence of and attested by two or more witnesses, to revoke all or any of the trusts and purposes hereinbefore declared concerning the premises hereby demised. AND that thereupon it shall be lawful for the trustee or trustees for the time being of these presents with the consent in writing of the said or other the person or persons for the time being, entitled beneficially to the said premises hereby demised in reversion, expectant upon the term hereby granted by any deed or deeds attested as aforesaid to declare such new or other trusts concerning the same, as to the said trustee or trustees shall seem meet. PROVIDED ALSO that if the trustees or trustee for the time being of these presents shall*

[If the Granter desire to reserve to himself and his representatives the right of being a party to the revocation of the Trusts, the following words "with the consent in writing of the said [Granter], his Heirs, Executors, Administrators, or Assigns," should be inserted at *]

pay or cause to be paid to the said Commissioners of Public Works or their successors the said sum of together with such further sum or sums as the said Commissioners shall hereafter expend in additions or improvements to the said School, then and in such case all and every the trusts and purposes hereinbefore declared concerning the premises hereby granted shall cease and be void. PROVIDED that in computing the amount of any additional sums expended by the said Commissioners, no money shall be taken into account expended in any year on which the entire sum so expended by them shall be less than Twenty-five pounds. IN WITNESS whereof the said hereunto put

Hand and Seal and the said Commissioners have caused their Corporate Seal to be affixed hereto the day and year first before written.

*Signed, Sealed, and Delivered
by the said*

XXXVI. (c.)

FORM of DEED for APPOINTING NEW TRUSTER

THIS INDENTURE made day of in the year of our Lord One Thousand Eight Hundred and between of the first part; the COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND of the second part; and of the third part, WHEREAS by indenture of lease bearing date the day of made between of the first part, the several persons therein named and described as the Commissioners appointed for administering the funds placed at the disposal of His Excellency the Lord Lieutenant of Ireland for the Education of the Poor of Ireland, of the second part, and Trustees named and approved of by and on behalf of the said Commissioners of the third part, after reciting as is therein recited, the said Indenture Witnessed that the said for the considerations therein mentioned, demised unto the said as trustee aforesaid all that lot or piece of ground situated in the townland of parish of barony of and county of whereon there had been built a school-house for the education of the poor children in the parish aforesaid, containing in front feet, or thereabouts, and in breadth in the rear feet, or thereabouts, and in depth from front to rear feet, or thereabouts, bounded as follows, that is to say— together with all buildings and improvements erected and made thereon, and all and singular the rights, easements, and appurtenances to the said lot of ground and premises in anywise appertaining, which said lot of ground is more particularly described by the map thereof on said indenture of

demise inserted. To HOLD the same to the said their Executors, *Appendix A*
 Administrators, and Assigns, for and during upon the trusts *Rules and Regulations of Commissioners.*
 and for the purposes therein declared concerning the same, subject to the yearly rent of One Penny, payable on the feast of St. Michael in each year. And it was by the said Indenture provided that in case any of them the said or any Trustee to be appointed by virtue of the said Indenture, should die, or be desirous of being discharged from the trusts thereby created, or should go or reside out of Ireland, or should neglect, or refuse, or become incapable to execute such trusts, it should be lawful to and for the surviving or continuing Trustee or Trustees, to nominate and appoint a new Trustee or Trustees, in the room of any such Trustee or Trustees, such new Trustee or Trustees to be first approved of by the said Commissioners or their successors for the time being; and in case any such surviving or continuing Trustee or Trustees should decline, neglect, or refuse to exercise the power of appointment thereby given as aforesaid, within six calendar months after all or any of the events thereinbefore mentioned should arise, happen, or take place, that then and in all or any of such case or cases, it should be lawful to and for the said Commissioners or their successors for the time being, to nominate and appoint such new Trustee or Trustees as aforesaid, upon the like trusts as were thereinbefore mentioned; and that thereupon the said premises should be conveyed and assigned so as that the same should vest in such new Trustee or Trustees so to be nominated and approved of aforesaid, upon the like trusts, and to and for the like uses, intents, regulations, conditions, and purposes as are thereafter expressed and declared of and concerning the same. AND WHEREAS the said departed this life, leaving the said Co-Trustee surviving. AND WHEREAS the said desirous of appointing to be Trustee of the said recited Indenture in the place and stead of the said deceased.

NOW THIS INDENTURE WITNESSETH that in pursuance of such desire, and by virtue and in exercise of the power by the said recited Indenture reserved to the said and of every other power or authority in anywise enabling in this behalf, the said with the consent and approbation of the said Commissioners of National Education in Ireland, testified by joining in the execution of these Presents hereby nominate and appoint the said to be Trustee in the place of the said deceased, for the purposes of said Indenture. And this Indenture further Witnesseth, that with the sanction of the said Commissioners of National Education in Ireland, testified as aforesaid, the said doth by these Presents, grant and assign unto the said all that lot or piece of ground hereinbefore and in said Indenture of demise of the day of and hereinbefore particularly mentioned and described, and all the estate, right, title, trust, possession, claim, and demand, both at Law and in Equity of the said of, in, and to the said premises, with their appurtenances, together with the said Indenture of demise, and all benefit and advantage thereof, TO HAVE AND TO HOLD the same, with the appurtenances, unto the said their Executors, Administrators, and Assigns, henceforth for and during the in said Indenture mentioned upon the trusts, and subject to the payment of the rent and the performance of the Covenants in said Indenture reserved and contained. IN WITNESS whereof the said parties of the first and third parts have hereunto affixed their Hands and Seals, and the said Commissioners of National Education in Ireland have caused their Corporate Seal to be affixed hereto, the day and year first above written.

Appendix A. ALPHABETICAL INDEX TO RULES AND REGULATIONS.

Rules and
Regulations
of Commis-
sioners.

[NOTE.—The figures in square brackets thus [165] indicate the number of the Rule; those in ordinary brackets (XXXII) the number of the paragraph as it is marked upon the page.]

	Page
Absence Book (pupil), Leave of—rule as to use [145 IV. b.], . . .	19
" mark (pupil)—not to be erased or cancelled [145 IV. d.] . . .	19
Absences of Teachers from School (Illness, &c.)—salary regulations [144], . . .	18
" " " (on Vacation)—not allowed while School in operation [144. b.], . . .	19
" " (Unclassified) from Examination—salary withdrawn [152b.], . . .	25
Accounts—Absence mark not to be erased or cancelled [145 IV. d.], . . .	19
Attendances entered before eleven o'clock [145 IV. a.], . . .	19
" Evening School—Written Exercise for each (X.), . . .	66
" Incomplete—not counted [145 IV. c.], . . .	19
" may be credited—when school-room used by Sheriff (I. d.), . . .	65
" " " when school-room used for Examination of Teachers (I. d.), . . .	65
" Monitors—reckoned with those of pupils [186 b.], . . .	33
Average attendance—calculation of [165], . . .	28
" excluded days [165 (c.)], . . .	28
Books open to Visitors [123], [133], . . .	16, 17
Industrial Schools Act pupils—separate records, . . .	93
Infants' Department (organized)—separate records (VII. b. note), . . .	66
Manager to examine and certify Quarterly Returns [241 a.], . . .	39
Results Examination Rolls, date fixed (I. c.), . . .	65
School-fees and Board's grants to be recorded [145 XI.], . . .	20
Training College—audit by Financial Assistant Secretary [XXII. (c.)], . . .	24
Act of Parliament—Leases for Schools (Ireland) Act, 1881—44 and 45 Vic., c. 65, . . .	118
Loans for Schools and Training Colleges (Ireland) Act, 1884—47 and 48 Vic., c. 32 [250], . . .	43
National School Teachers (Ireland) Act, 1875—38 and 39 Vic., c. 96 (Contributory Unions), . . .	90
National School Teachers (Ireland) Act, 1879—42 and 43 Vic., c. 74 (Pensions), [220a.], . . .	36
National School Teachers Residences (Ireland) Act, 1875—38 and 39 Vic., c. 82, . . .	40
National School Teachers Amendment (Ireland) Act, 1884—47 and 48 Vic., c. 45 (Residences), . . .	40
Act—Inspector, . . .	48
: Inspector's Assistant, . . .	48
: Monitor—12 to 16 at appointment [185] . . .	33
" Registrar's Certificate necessary [184 b.], . . .	33
" " " reduced fee [185 note], . . .	33, 117
: Pupil—Limits for enrolment as Infant (VIII. a.), . . .	66
" " Infant Boys in Girls' School (VII. b.), . . .	65
" Registrar's Certificate for 6d., . . .	117
" " " Form to obtain, . . .	117
" Results Examination—doubt arising (VIII. b.), . . .	66
: Queen's Scholar [149a. XXI.], . . .	23

AGE—continued.

	Page	Appendix.
Teacher—appointment [140],	18	Rules and
" Evidence required [129],	17	Regulations
" " " nature of,	116	of Commis-
" Retirement compulsory, 65 male; 60 female [220A],	36	sioners.
Agreement—Entered into between Manager and Teacher [111 and 113. b.],	13, 15	
Forms of (Nos. I. and II.) [111],	14	
Invalid if at variance with Teacher's rights to Local aid [111 Note],	15	
With <i>locum tenens</i> Teacher—not necessary [144. f.],	19	

Agriculture:

(1.) AGRICULTURAL INSTRUCTION (THEORY).

(2.) AGRICULTURAL SCHOOLS (THEORY AND PRACTICE).

(3.) AGRICULTURAL TRAINING.

(1.) AGRICULTURAL INSTRUCTION (THEORY).

: Obligatory subject in rural districts (<i>note</i>),	30
: Optional subject in town Schools (<i>note</i>),	30
: Optional subject for Girls, town or country (<i>note</i>),	30
: Results Fees for,	30

(2.) AGRICULTURAL SCHOOLS (THEORY AND PRACTICE).

: Antecedent conditions of Aid [50],	5
: classification of [42],	5
: competency of Teacher [48],	5
: Farm or Garden attached [41],	5
" Loans to establish [350],	43
: special Results Fees [49, 300],	5, 33, 77
" " " Garden Culture [51],	5, 79
" " " Scale of, and Rules of payment,	77
: Teacher not to employ pupils on farm in School hours,	78

(3.) AGRICULTURAL TRAINING.

: *Albert Institute (Glasevin).*

A description, Regulations, Programme (XVII),	80
Board of National Education exclusively manage [42. a.],	5
Dairy School in connexion (IV.),	82
Free Pupils and Paying Pupils [47],	5
Prizes for Dairy Management,	82
Teachers brought up for six weeks' training (V.),	83
" certificated in Agriculture,	77

: *Munster Model Agricultural School (Cork).*

A Description: Regulations: Programme,	84
Bees and Poultry Management,	86
Dairy Department,	85
Grants supplemented by Local Subscription,	84
Local Committee co-operates,	84
Resident and Extern Students,	84
Scholarships for competition,	85

Aid—See BOOKS.

" GRATUITY.

" LOAN.

" RESIDENCE.

" RESULTS FEES.

" SALARY.

" TRAINING COLLEGE.

" VESTED SCHOOL: BUILDING,

Appendix I.

	Page
Algebra—may be taught during ordinary School Hours (XI), . . .	66
Programme for pupils, . . .	73
Animal Physiology and Zoology—Programme for pupils, . . .	76
Anonymous communications not attended to [245], . . .	40
Apartment, separate—for Religious Instruction in Model Schools [39], . . .	5
for Religious Instruction recommended, if at intermediate time, . . .	
to accommodate non-participants [87. c], . . .	9
Instrumental Music instruction in—within School hours (XII), . . .	66
Special Industrial Instruction in separate apartment [52 c], . . .	6
Applicant—cautioned against outlay in anticipation of grants [240], . . .	
[250 (9)], . . .	38, 46
original—recognised as Patron, unless he otherwise specifies [99], . . .	12
Application for aid to establish a National School : . . .	
date relatively to commencement of grants [238], . . .	38
mode of instituting [238], . . .	33
Inspector to communicate with Clergymen, &c., of neighbourhood . . .	
[120], . . .	16
Inspector to have interview with Applicant [120], . . .	16
Application for Books, Teacher's Salary, Loan, Building Aid (Vested School), &c.—See BOOKS, TEACHER, LOAN, VESTED SCHOOL, &c.	
Appointment of Manager, Inspector, Teacher, Monitor, &c.—See MANAGER, INSPECTOR, TEACHER, MONITOR, &c.	
Assistant Teacher :	
: Age [140], . . .	18
: Classification—at least III. Class qualification required [160], . . .	27
" Pensionary status as III. class (9), . . .	100
" Promotion in, same as Principals [161], . . .	27
" to I ³ and I ¹ —special conditions [161 c], . . .	27
: Female, desirable in Mixed School with principal a Master [141], . . .	18
" ineligible for Boys' School, unless Infant Boys' School . . .	
[34 c], . . .	4
: Male Assistant not appointed where Female Principal [34 c], . . .	4
: Results Fees, severally, half of Principal's [171 b], . . .	29
: Salaries [161, b.] [162], . . .	27
" in Model Schools [205, 206], . . .	35
: School Attendance—at least 70 required [168], . . .	29
" " —if insufficient, grant cancelled [170], . . .	29
" " —Scale (XXII.), . . .	88
: School with Female Principal—Male Assistant ineligible [34 c], . . .	4
<i>See also generally under word TEACHER.</i>	
Assistants, Junior Literary—appointments now discontinued [153. b], . . .	25
" " eligible for Classification [153], . . .	25
" " Results Fees [153. b], . . .	25
" Lay, in Convent Schools—Eligible for classification [153], . . .	25
" Temporary—conditions of grant [170 A], . . .	29
" eligible for classification [153], . . .	25
Asylums—Lunatic Asylum National Schools [62], . . .	6
Attendance—a minimum of 30 general rule for any grant [30. c. . .	
165 a], . . .	4, 27
but temporary and exceptional depression through Epidemics, . . .	
&c., provided for [167], . . .	26
Island Schools with less than 30—Teachers' Salaries [172 c], . . .	31
Modified Grants for less than 30 in certain other cases [31, 172], . . .	4, 30
Modified Grants—further reduction through Epidemics, &c. . .	
[172 d], . . .	31

Attendance—continued.

	Page	Appendix.
Number required for grant of Salary to		Rules and Regulations of Commissioners.
Assistant [168],	29	
Evening School Teacher [198 b],	34	
First Class Teacher [164],	28	
Monitor [177], (XXII),	32, 88	
Workmistress [142, 169],	18, 29	
when insufficient for two consecutive quarters—grant cancelled [167],	28	
— Temporary and exceptional depression, epidemics, &c., provided for [167, 170 c],	28, 29	
Attendance of Teachers, Monitors, &c., at Examination—See Teachers, Monitors, &c.		
Teaching Staff half-hour before School [145 IV. f],	19	
Attendances, if reckoned to continue to close of day's literary business [74. b],	7	
Incomplete—net to be taken credit for [145 IV. c],	19	
recorded before 11 o'clock [145 IV. a],	19	
Results Fees—100 required (I. a),	65	
Evening School 50 required (IX. a),	66	
" "—Written Exercise for every attendance claimed (X.),	66	
Saturday—Rule relating to (I. b.),	65	
Authorization to pay salary earned to other person [241 f],	39	
Average attendance—Method of calculating [165 b],	28	
: A minimum of 30 to warrant any aid [30 c, 165],	4, 28	
: Exceptional provision for Island Schools with small attendance, [172 c],	31	
: Modified Grants for less than 30 in certain other cases [31, 172],	4, 30	
: Number required for grant of salary to—		
Assistant [168],	29, 88	
Evening School Teacher [198 (b)],	33	
First class Teacher [164],	28	
Monitor [177], (XXII.),	32, 88	
Workmistress [142, 169],	18, 29	
: When insufficient for two consecutive quarters—Grant cancelled [166, 167],	28	
: When insufficient for two consecutive quarters—Temporary and exceptional depression, epidemics, &c., provided for [167, 170 c],	28, 29	
Bible (reading of in School)—Rules relating to [85, 86],	8, 9	
BOARD OF NATIONAL EDUCATION—CHARTER of,	120	
: Constitution of the Board, fixed by Supplemental Charter, Ten Protestants and Ten Roman Catholics,	124	
: Fundamental Rules may not be altered without express permission of Lord Lieutenant [4],	1	
: Grants in aid of Building (vested schools)—See VESTED, REPAIRS.		
" " Vested School Teacher's Residence—See RESIDENCE.		
" " Salary, Teacher's, &c.—See TEACHER, MONITOR, &c., &c.		
" " School Requisites—See BOOKS, REQUISITES.		
" " contingent upon Board's decision [11, 131],	2, 17	
" " sufficiency of Funds [239],	38	
: Inspection powers, proviso for—Schools [3],	1	
" " Teachers' Residences (aided) (12),	42	
: Manage exclusively—Albert Agricultural Institute [42 a],	5	
" " Marlborough-street Training College—[146 b],	20	
" " Model Schools [7, 36 c],	1, 4	
: Schools vested in—See Vested School.		
&c., &c., &c.		

Appendix A.

	Page
Rules and Regulations of Commissioners.	
Board of Works—furnish instructions as to plans for Vested Schools [24],	3
: Loans for Non-Vested School, Training College, Educational Farm—See Loans.	
: Loans for Teacher's Residence—See Residence.	
: Report on site for Vested School [21],	3
Book-keeping—optional subject in all Schools (foot note),	61
Books—aid towards supply of [10 a, 28, 222],	1, 3, 37
" " for National Schools only [236],	38
" " for Workhouse National Schools [80],	6
" Transit carriage free [230],	38
An adequate School stock to be kept up [223],	37
and Teacher to charge pupils no profit [145, XII.], [224],	20, 37
: Application for Books and School Regulates—Regulations [222 to 237],	37, 38
A Manager should ascertain they are wanted for school [228],	37
and should sign for each school on separate form [229],	39
Delivery—at Education Office, if desired [233],	38
Within Dublin city [232],	38
Destination—Carriage free by rail to any railway station, and to certain other specified centres [230],	38
Otherwise than by rail at Manager's expense [231],	38
Payment—A Bank Order, P.O.O., or cheque on Dublin [225],	37
and those only received [226],	37
Cost of money remittance [227],	37
: Board List Books—not compulsory [91],	11
: If not on Board's List, to notify ere use [91 b.],	11
: None to which Board object may be used [91 b.],	11
Books of Religious Instruction laid aside during Secular Instruction, and vice versa [80],	8
When Titles of, need be notified to Commissioners [92],	11
Books—Religious Instruction Rules not applicable to the common School Books [97],	12
"Scripture Lessons" and "Sacred Poetry"—Special rule [93],	11
Scripture, reading of—within Religious Instruction Rules [86],	9
Withdrawal of, from Board's List—Lord Lieutenant first communicated with [5],	1
Botany—Programme for pupils,	75
Boys—Agriculture an obligatory subject in rural parts (foot note),	30, 63
Boys (Infant) in Girls' Schools—Limit of age (VII. b.),	66
Boys' School—Change to Female School: Sanction of Commissioners requisite [35],	4
Female Teacher ineligible unless for Infant Boys' School [34],	4
Building Aid—School, Non-Vested—See LOAN.	
" Vested—See VESTED SCHOOL.	
Teacher's Residence—See RESIDENCE.	
Training College—See LOAN.	
Capitation—Convent and Monastery Schools—Merit Grant rates [57, 174 b.],	6, 31
Convent and Monastery Evening Schools [175],	30
Modified Grants—To Schools with small attendance [172 b.],	31
Carlisle and Blake Premiums—Regulations (XXVII.),	91
Catechetical Instruction—Comes under Religious Instruction Rule [80],	9
Rule when Teacher and pupil both Protestant [90],	10
CERTIFICATE:	
: Candidate Monitors—Age and health [184 b.],	33
Pupil Teachers—Character from Clergyman (III.),	87
Queen's Scholars—Health (V. a.),	22
Teacher—Age and health [129],	17
" Provisional classification—from Inspector [151],	25
" (re-entrance) Health [220a, c.],	37

Page Appendix A.

: Competency to teach extra subject (XV. a.),	67	Rules and Regulations of Commissioners.
Agriculture,	77	
Drawing,	54	
French,	53	
Greek,	53	
Handicraft,	55	
Irish,	54	
Latin,	53	
Vocal Music,	54	
: From Science and Art Department, accepted so far as, &c. (XV. b.),	67	
Certificate, Registrar's—Age of Pupil, &c.—reduced fee,	117	
" " Religious Instruction—Certificate of Parents' authority in certain cases [90],	10	
" " The Certificate Book may not be removed from School [90 f.],	9	
" Under Factory Act,	94, 98	
Change of Commissioners' Rules (fundamental), Lord Lieutenant's permission required [4],	1	
Change of Results Examination Date, consequent alteration of fees payable (III.),	65	
Change of School from Male to Female, or vice versa [35],	4	
Change of Teacher, at convenient date—1st of Quarter [163 c.],	27	
" Division of Results Fees (IV.),	65	
" Teaching staff—from Male to Female, or vice versa [34],	4	
Charter to Commissioners of National Education,	120	
Chemistry (Inorganic)—Programme for pupils,	76	
Church or Chapel ground for School site—not favoured [15],	2	
Circular—Factory Act,	98	
Classics—Results Fee for, and conditions,	30, 72	
Classification of Teacher [150].	25	
: PROVISIONAL—a requirement for every Candidate Teacher [151 b.],	35	
" Assistant [170a.], " Temporary	29	
" Examination—Programme [151 d.],	25	
: TEACHER'S PROMOTION IN CLASSIFICATION.		
. At first Examination not higher than III. ² [154 a.],	26	
. But, specially deserving, II. ² conditional [154 b.],	26	
. By regular gradation [157 a.],	26	
. Class Promotion—a timely notice to Inspector of desire [154 c.],	26	
. " Examination a necessary condition [154 d.],	26	
. " unsatisfactory Teacher not admitted [154 f.],	26	
. " First class		
. " Average Attendance, 35, required [164 a.],	28	
. " Diploma of Training required (exceptions) [157 c.],	26	
. " Queen's Scholar, promotion to—[158],	26	
. " First of First—3 years' continuous efficiency [155], and Examination [154 d.],	26	
. " Programmes of Examination,	51	
. Divisional Promotion—on efficiency solely, for IP. and III., [154 e.],	26	
. " one year in each Division [154 h.]	26	
The Assistants, eligible for promotion in classification [161],	27	
. I. Class Assistants—special rule [161 c.],	27	
The Lay Assistants in Convent Schools, Junior Literary Assistants, Substitutes (Training), and Temporary Assistants,—eligible for classification [153],	25	

Appendix A. Classification of Teacher—continued.

Rules and Regulations of Commissioners.	TEACHER'S PROMOTION IN CLASSIFICATION—continued.	Page
	To date generally from 1st of April [136],	26
	: Unsatisfactory or inefficient Teachers may be depressed [135],	17
	: Upon re-appointment after interval, Commissioners determine question of retention of class [138],	17
	<i>Classificatory Principle</i> —Monastery Schools now only aided on [37 d],	6
	Optional for Convent Schools [57],	6
	Cleanliness, &c.—inculcated [145 VII.],	20
	Clergymen—ineligible for Teachership [128],	17
	neighbouring, to be communicated with by Inspector when application made for aid to establish National School [130],	16
	Religious Instruction: access to Vested School [83],	8
	" " opportunity in Model School, separate apartment [39],	5
	Closing of School, other than Vacation—a Notice to Inspector [145 (XIII)],	20
	Form month or more (Epidemic, &c.), Medical Certificate required [112 d],	15
	Reasonable cause must be shown, else no pay [112 b],	15
	Colleges—See TRAINING.	
	Commencement of Grants [238],	38
	COMMISSIONERS OF NATIONAL EDUCATION—Charter of,	120
	: Constitution of the Board fixed by Supplemental Charter—Ten Protestants and Ten Roman Catholics	124
	: Fundamental Rules may not be altered without express permission of Lord Lieutenant [4],	1
	: Grants in aid of Building (Vested Schools)—See VESTED, REPAIRS.	
	" (Vested School) Teacher's Residence—See RESIDENCE.	
	Salary, Teacher's, &c.—See TEACHER, MONITOR, &c., &c.	
	School Requisites—See BOOKS, REQUISITES.	
	: Grants contingent upon Commissioners' decision [11, 131],	2, 17
	" Sufficiency of funds [239],	38
	: Inspection powers, proviso for—Schools [3],	1
	" " Teachers' Residences (Aided) (12),	42
	: Manage exclusively—Albert Agricultural Institute [42 a],	5
	Marlborough-street Training College [146 b],	20
	Model Schools [7, 36],	1, 4
	: Schools vested in—See VESTED SCHOOL.	
	&c., &c.,	
	Committee (School)—Possesses powers of Patron [102],	13
	Should appoint a Manager [109],	13
	Teacher may not be member, or officer of [102 b],	13
	Complaint of Teacher against Inspector or Manager—procedure [244],	39
	Contingent moiety of Results Fees	90
	CONVENT AND MONASTERY NATIONAL SCHOOLS.	
	: Building Grant, if Vested, and Building Loan, if Non-Vested, as to ordinary schools [55],	6
	: Capitation Merit Grant or Class Salary System, alternative [57, 174],	6, 31
	(but Grants to new Monastery Schools only on latter principle [57 d]),	6

CONVENT AND MONASTERY NATIONAL SCHOOLS—continued.

Appendix A.

Page Rules and Regulations of Commissioners.

Capitation Merit Grant System:

according to Merit, 10s. or 12s., on average attendance [174 b.],	31
Gratuities and Results Fees as to Ordinary Schools [174 b.],	31
Lay Assistants may be employed by Conductors [56],	6
" " " examined for Classification [153 a.],	25
Provision for Evening Schools [59],	6
" " " " Capitation Rate [175],	31

: Class Salary System:

Same conditions as in Ordinary Schools [174],	31
: Indigible, like Model Schools, &c., for Carlisle and Blake Premium (Note),	92
Correspondence with Commissioners—a duty of Manager [99 b.],	12
Correspondents, anonymous: not attended to [245],	40
" Instructions for the Guidance of [246],	40
Dairying—Programme for Pupils (females),	70
Dairy Instruction at Albert Agricultural Institution [47] (IV.),	5, 82
" at Munster Model Agricultural School (Cork),	85
Date of Commencement of Grant [235],	38
Deceased Teachers—Payment to next-of-kin on Declaration [242],	39
Premiums paid to Pension Fund returned to legal representative with interest (27),	111
Retiring Gratuities lapse [220 b.],	36
Declaration Form—Next-of-kin of deceased Teachers (pay outstanding) [242],	39
Denominational Emblems and Symbols contrary to Rule during united instruction [72],	7
" " on Schoolhouse, Board will not in future grant aid [72],	7
Denominational Title for School or inscription not sanctioned [71],	7
Denominations—Co-operation of different religious denominations desired [2],	1
" —Modified Grants for small schools in certain cases [31, 172],	4, 30
Depression, &c.—Inefficient or unsatisfactory Teacher liable to [135],	17
Diploma of Queen's Scholar—See Training College.	
Dismissal by Commissioners—Of Teacher, if inefficient or unsatisfactory [134] [135],	17
" Of Monitor [190 b., 195]	32, 34
" by Manager—Of Teacher [99 b., 110 b.],	12, 13
" " Summarily [111],	13
Domestic Economy and Girls' Reading Book—Programme for Girls,	70
Drawing—Examination for Certificate to teach (VI.),	54
May be taught during ordinary school hours (XI.),	66
Obligatory subject in Training Colleges and Practising Schools (I.),	25
Programme for pupils,	68
Elections—Teachers must not take part in, except to vote, or (being employed by Sheriff), to act as Presiding Officer at Polling Booth, or as Polling Clerk [139],	18
Schoolroom used by Sheriff, Teacher may credit Pupils' attendance (I. d.),	65
Emblems, denominational—contrary to rule during united instruction [72],	7
" " on exterior of School buildings—Commissioners will not in future grant aid [72],	7
" political—prohibited in and on National Schools [73],	7

Appendix A.

	Page
Embroidery, &c., Department of Schools—Special grants and conditions [52, 54]—See INDUSTRIAL,	5, 6
Endowments, certain, administered through the Board,	91
Enlargement and Improvement: Grants for, Vested Schools [27 b],	3
Loans for, non-Vested Schools and Training Colleges [10 b, note, 250],	1, 43
Vested Schools: Grants for, [27 b],	3
<i>Epidemic, &c., reducing School attendance:</i>	
Grants nevertheless continued [167],	28
Modified Grant School—payment on attendance of preceding quarter [172 d],	31
Salary of Assistant continued [170 c],	29
School closed a month or more—Medical Certificate to warrant payment [112 d],	15
Erasure or cancelling of Absence Mark in Accounts forbidden [145 IV. d.]	19
EVESING SCHOOLS:	
: A description of the aid available [63, 198],	6, 34
: Are to be open three evenings at least per week, two hours each [198],	34
: Connected with Convent and Monastery Schools—aided [59],	6
Capitation rate [175],	31
: Day School pupils not paid for [198 b.] (IX. b.),	34, 64
: Each such for Students of same sex only [63],	6
: <i>Results Fees and Examination.</i>	
Conditions for presentation of Pupils [198 c],	34
Continuous operation during half-year essential [198 c],	34
50 attendances qualify Student for Examination (IX. a.),	66
Day School pupil ineligible (IX. b.),	66
Extra and Ordinary subjects not paid for on same Student (IX. d.),	66
More than two Extra Branches not paid for in same School (IX. d.),	66
Music, or Needlework,—not paid for (IX. f.),	66
: Teacher's Salary, and Results Fees [198 a.],	34
Yearly Salary, under old arrangement in certain cases, continued at Commissioners' discretion [198 b. note],	34
Examination:	
: Inspector—competitive,	47
: Inspector's Assistant—competitive,	48
: Model School Teacherships,—competitive (V.),	49
: MONITORIAL at appointment—competition [181 a.],	32
proviso for Manager's or Teacher's objection to selected candidates [182],	31
at Results Examination—examined as Pupils, and Results Fees paid [186 a.],	33
—No. I passes required (XVIII. b.),	67
in Yearly Course—Programme (XI.),	58
Teachers gratuity consequent upon [187],	33
III. and V. years—Special Examination [191 b.],	34
V. year satisfactory.—III ² . Classification [192], and eligible for selection as Queen's Scholars (XXI. b.),	34, 24
: Pupils; see under the words <i>Results, Inspector, Programme.</i>	

Examination—continued.

	Page	Appendix.
TEACHERS— <i>for a Provisional Classification :</i>		Rules and Regulations of Commissioners.
A requirement for all candidate Teachers [151 a, b],	25	
A requirement for all candidate Temporary Assistants [170 A.],	28	
Programme for [151 d.],	25	
" <i>for Initial Classification :</i>		
all Unclassed and Provisionally Classed bound to come up to the July general Examinations [152 a.],	25	
at first Examination, not higher than III. ² [154 a.],	26	
but specially deserving, II. ² Conditional [154 b.],	26	
Programmes III. class, and II. class,	51, 52	
" <i>for Promotion in Classification :</i>		
a timely notice to Inspector of desire [154 e.],	26	
Efficiency the ground for Divisional promotion to III. ¹ and II. ¹ [154 c.], but,	26	
Examination a necessary condition for Class promotion [154 d.], and for I. ¹ [155],	26	
Programmes for II. class, and I. class,	52	
The Assistants are eligible [161 a.],	27	
The Temporary Assistants, Junior Literary Assistants, Lay Assistants in Convent Schools, and Substitutes (Training)		
admissible to Examination for classification [153 a.],	25	
Extern-Class—Board's Training College [149 f.],	21	
Extern Pupil Teachers (Model Schools)—allowance for board, &c. [212],	35	
Extern Teachers—may earn Results Fees for Extra and Optional Subjects and for Needlework (XVII. c, d, e.),	67	
Extra Special Instruction of Monitor provided for [179 (3)],	32	
EXTRA SUBJECTS—RESULTS FEES :		
General Provisions :		
Conditions on which payable (XI. to XVI.),	66, 67	
Enumeration of Extra Subjects (XIV.),	68	
" " those for Girls only (XIV. e.),	68	
Programme for Pupils' instruction,	68 to 77	
Proviso for effective instruction (XIII. b, c, d.),	66	
(Natural Sciences: appliances required (XIII. d.),	66	
Scale of Fees	30, 72	
Limitations :		
Pupil's Age: ten years at least (c.),	68	
Pupil's Class [Scale],	30	
Pupil's General Proficiency: failure in Essentials disqualifies (XII.),	66	
Repeated Presentation checked (XIV.),	67	
School Fee, special, to be paid by pupil for certain Extras (d.),	68	
The Number of subjects in same school limited (a.),	68	
Time for teaching: before or after school-hours (exceptions) (XI.),	66	
" Saturday if noted on Time Table (I. c.),	65	
Notification on Time Table requisite (XIII. c.),	66	
to Inspector at commencement of year (XIII. a.),	66	
Science and Art Certificate to teach: how far accepted (XV. b.),	67	
classes: Rule (XIII. c.),	67	
Schools—Evening: not more than two Extra Subjects (IX. d.),	66	
" Ordinary and Extra not paid for on same pupil (IX. d.),	66	
Infants: Extra subjects not paid for (Monitors excepted) [VII. a.],	65	

Appendix A. EXTRA SUBJECTS—RESULTS FEES—continued.

Rules and Regulations of Commissioners.	Page
: Teachers—Allocation of Extra Results Fees among (XVII),	67
Classification Certificate sufficient for certain Extras (note),	53
Programme of Examination for Certificate to teach certain Extras (VII),	53
Temporary Assistant, Extern Teacher, and Teacher of adjoining School may earn Extra Subject Results Fees (XVII. c.),	67
Factory Act: Educational Regulations,	94
Reduced Fee for Age Certificates,	117
Factory children (half-time): Attendances qualifying for Results Examination (XXIV.),	90
Fairs, Meetings, &c. to be avoided by Teachers [145 (III.)],	19
Farm, Albert Institute, Glasnevin—Description, Prospectus, Regulations, Pupils, free and paying, admitted [47],	80
(See also under AGRICULTURAL.)	
Farm attached, or Garden, to Agricultural School [41, 42 c. 51],	5
Special Results Fees for practical and theoretical instruction—Scale and Regulations,	77 to 80
„ educational, of Training College or Non-Vested School—Loans for [250],	43
School Farm three acres at least (Notes),	78
Father—the person from whom to ascertain child's Religious Denomination for School Register [89],	9
(See also PARENT.)	
Fees (Results)—See RESULTS.	
(School)—part of Teacher's emoluments [173 c.],	31
Rate of, determined by Manager [173 c.],	31
„ no ground for keeping apart pupils in School [30 Note],	4
FEMALE children are to be taught Needlework if Female Teacher employed [9],	1
„ School may not, without sanction, be changed into School for Boys, nor vice versa [35],	4
Female Monitors ineligible for Boys' School (except Infant Boys' School) [178 a.],	32
„ „ ineligible for Mixed School with Master (exceptions and provisions) [178 b.],	32
Female Teacher, Assistant, desirable in Mixed School under a Master [141],	18
„ „ Principal, being employed, Male Assistant not recognized [34 c.],	4
„ „ Principal or Assistant, being employed, Girls to be taught Needlework [9],	1
Fine, withdrawal of Salary, &c.—Inefficient or unsatisfactory Teacher liable to [135],	17
First Class Teacher's School—Average attendance 35 necessary [164],	28
„ „ Teacher—To be employed in important Schools, First Class Salary dependent thereon [164 b.],	28
(See also CLASSIFICATION and TEACHER.)	
Forms:	
Agreement between Manager and Teacher [111],	14
Application to Registrar for Birth Certificate—Reduced Fee,	117
Deed appointing new Trustee,	130
Lease (Vested School)—to Commissioners,	125
„ „ to Trustees,	127
Religious Instruction Certificate Book [90],	10
Under the Factory Act,	97
Free Stock of School Requisites—Scale of grants,	91
To be kept as a School Stock, Teacher responsible [222 c.],	37
When granted [222],	37

	Page	Appendix.
French: Examination for Certificate to teach,	53	—
Programme for pupils,	72	Rules and
Results Fee for (IV.),	30, 72	Regulations
Fundamental principle of National System—no interference with tenets of any description of Christian pupils [1],	1	of Commis- sioners.
Fundamental Rule—none such may be altered without Lord Lieutenant's express permission [4],	1	
Furniture and Fittings for Vested Schools—Aid [10],	1	
Garden culture: special Results Fees awarded [31],	5, 79	
" " The pupils during School hours (recreation time ex- cepted) not to be so employed (Notes),	78, 80	
General Lesson: Rule relating to [25],	12	
Geology: Programme for pupils,	77	
Geometry and Mensuration: may be taught during ordinary School- hours (XI.),	66	
Programme for pupils,	73	
Girls: Agriculture an optional subject [171 Note],	30	
: Needlework instruction wherever Female Teacher employed [9],	1	
Girls Reading Book and Domestic Economy: an Extra Subject (XVI. b.),	67	
Girls Reading Book and Domestic Economy—Programme for Pupils,	70	
Girls' School: change to Boys' School—Sanction of Commissioners re- quisite [35],	4	
: Male Teacher ineligible for appointment [34 d.],	4	
: may admit Infant Boys [35],	4	
Good Service Salary, continuance—Regulations [221], (No new grants),	37	
Greek: Examination for Certificate to teach,	53	
Programme for pupils,	72	
Results Fee (IV.),	30, 72	
GRANT—commencing date [238],	38	
continuance of, at Commissioners' discretion [11, 131],	2, 17	
Full amount, or any, contingent on sufficiency of funds [239],	38	
Grants in Aid—See BOOKS.		
" GRATUITY.		
" LOAN.		
" RESIDENCE.		
" RESULTS FEES.		
" SALARY.		
" TRAINING COLLEGE.		
" VESTED SCHOOL: BUILDING.		
Gratuities:		
To Pupil Teachers [213, 214, 215],	35	
To TEACHERS.		
<i>Monitors instruction.</i>		
Amounts [187 a.],	33	
Conditions—instruction in school hours and at extra hours, &c. [179, 187 b.],	32, 33	
<i>RETIRING GRATUITY.</i>		
<i>Awards under the old system.</i>		
Conditions [219],	35	
Rate according to service [219 b.],	35	
Treasury sanction required [220 a.],	35	
<i>Awards under the N. S. T. Superan- uation Act.</i>		
Scale according to age and general conditions [220 A.],	36, 111	
Decase of Teacher before payment— grant lapses [220 b.],	36	
Recipients of, may not re-enter service [220 c.],	36	
	L	

Inspector:

Page Appendix.

: Appointment and Office.

Rules and
Regulations
of Commis-
sioners.

Conditions of appointment for Candidates generally,	48
Teachers (III.),	49
Programme of "Competitive Examination,"	47
The agent, on occasions, of the Commissioners [121],	16

: Sundry duties and injunctions in relation to—

(a.) COMMISSIONERS.

to make report to, after each school visit [119],	16
to report remarks (important) by Visitors in Daily Report Book [133 b.],	17
&c., &c., &c.	

(b.) MANAGERS AND APPLICANTS.

Interview with Applicants establishing National School [120],	16
to communicate with Managers and make suggestions [117],	15
to draw their attention to irregularities [117],	15
to point out Regulations [115],	15

(c.) SCHOOLS.

not to give decisions [121],	16
" " direct orders [115],	15
" " warning of intended visit unless it be for Results Examination [118],	16
&c., &c., &c.	

(d.) TEACHERS.

not to recommend Candidates physically defective for office of Teacher [129 c.],	17
to certify, according to merit, for Divisional Promotion [134 c.],	26
to forward Salary Claims, &c., in Manager's absence [241 c.],	39
to select Monitors after Competitive Examination [181],	32
and Conference with Managers [182],	32
&c., &c., &c.	

Under Factory Act,

Teacher's complaint against: preferred through Manager [244 b.],	95
Inspector's Assistant.	39
Conditions of Appointment,	48
Programme of Examination for Office,	48
Instruction, Extra Special, of Monitors—Regulations as to [179],	32
Instruction (Pupils) Programme for, according to classes (XIII.),	58
(See Results Examination Programme).	
See 'RELIGIOUS,' 'SECULAR,' 'INDUSTRIAL,' &c.	
Instrumental Music: Programme for pupils,	69
" " two Results Fee stages only (XIV. b.),	68
Insufficient Attendance, two consecutive quarters—grants withdrawn [166],	28
Insurance of premises charged with Loan (IV.) (12),	41, 46
Intermediate time for Religious Instruction—one such only allowed [87 a.],	9
not allowed if it incom- mode pupils [87 b.],	9
Irish Language: Examination for Certificate to teach (IV.),	54
Programme for pupils,	72
Results Fee for (IV.),	30, 72
Irish speaking children; Teacher to use the Vernacular (note),	58
Island Schools with small attendance: Salaries [172 c.],	81
Joint Patrons should appoint Local Manager [169],	13

Appendix A.

Rules and Regulations of Commissioners.

	Page
Junior Literary Assistants: Admissible to Examination for Classification [153 a.],	25
No new appointments made [153 b.],	25
rate of Salary £14 [162 note],	27
Results Fees payable [153 b.],	25
Kerry Co.: Reid Bequest Fund for Monitors and Students from,	93
Kindergarten: Programme of Examination for Teaching Certificate,	54
" occupations for pupils,	63
Results Fees [171 note] (VL),	30, 65
Satisfactory Certificate of competency in Teacher required [Note],	54
Latin: Examination for Certificate to teach,	53
Programme for pupils,	72
Results Fee—conditions (IV.),	30, 72
Law Adviser's opinion taken on Lease for Vested School [21 c.],	3
Lay Assistants in Convent and Monastery Schools may be employed by the community [56],	6
" " " may be examined for Classification [153 a.],	25
Lay Teachers alone eligible in ordinary National Schools [40],	5
LEASE executed in all cases of Vested School Building Grant [12 c.],	2
: Forms of Lease	
to Commissioners,	125
to Trustees,	127
: Preparation of Lease	
in Education Office [19],	3
Law Adviser's opinion taken on Title [21 c.],	3
Lease executed before Building case finally committed to Board of Works [20 a.],	3
: Tenure—The minimum for a full Two-Third's Building grant for School [18],	3
Teacher's Residence grant [249(1)],	42
Lease to contain name of Patron when School vested in Commissioners [104],	13
Lease under Leases for Schools (Ireland) Act—powers of Limited Owners [12 note],	2, 118
Leave of Absence Book (pupils): Rule as to use [145-IV. b.],	19
Leave of Absence to Teachers when ill, &c. [144],	18
Light and Sound—Programme for pupils,	74
Limited Owners—power of granting sites for School-houses or Teachers' Residences [12 note],	2, 118
Leases for Schools Act,	118
Literary Education for Industrial Department Pupils [52 a.],	5
Literary Instruction (ordinary Secular business) minimum daily and weekly time [74],	7
SEC SECULAR: RELIGIOUS.	
Loans for Purchase, Erection, Enlargement, &c.	
1. NON-VESTED SCHOOLS, TRAINING COLLEGES, EDUCATIONAL FARMS.	
Act 47 & 48 Vic., c. 22—1884 [10 Note],	1, 43
Alteration, Enlargement, Improvement, if over £50, provided for (9),	46
Applicants cautioned against outlay in anticipation of Loans (9),	46
Board of Works empowered to make Loans [250],	43
Commissioners of National Education to recommend (1, 6),	44, 45
Conditions.	
Approval of Commissioners of National Education (1, 6),	44, 45
Accommodation 6 square feet per child (School) (5),	45
Accommodation suitable, and apartments (Training College) (7),	45
Inspection by Board of Works and Board of National Education (13),	46

Loans for Purchase, Erection, Enlargement, &c.—continued.

Appendix A.

1. NON-VESTED SCHOOLS, TRAINING COLLEGES, EDUCATIONAL FARMS.
—continued.Rules and
Regulations
of Commis-
sioners.

Page

No Loan to acquire premises already in possession, and occupied for the purposes (9),	45
none to clear off a Debt (exception), (9 and Note),	46
Repairs to be maintained and guaranteed (13),	46
Scale of Amounts (5),	44
Security for Repayment [250],	44

Procedure.

Application through Commissioners of National Education (1, 6),	44, 45
Board of Works procedure (10),	46
Instalments of Loan issued (11),	46
Insurance of Premises (12),	46
Plans to be submitted if Official Plans be not adopted (3, 4),	44

Repayment.

Five per cent. of amount of Loan for 35 years [250],	43
--	----

2. RESIDENCE OF TEACHER OF NON-VESTED OR VESTED SCHOOL.

Act 38 & 39 Vic., c. 82,	40
Act 47 & 48 Vic., c. 45,	40
Alteration, Enlargement, Improvement, &c., if over £50, provided for [248 (13)],	41
Board of Works authorized [247 I.],	40

Conditions.

Apartments, &c., that must be provided [248 (6)],	41
Inspection powers to Board of Works, and Commissioners of National Education (12),	42
Limit of Loan £250 [247 I.],	40
Repairs to be maintained and guaranteed (12),	42
Security, personal, stipulated for—if required [247 III.],	40
Site not more than mile from School [248 (2)],	41
Site (in case of Vested Schools) distinct from the already leased premises (14),	42
Work to be executed under contract, if possible (11),	42

Procedure.

Application to Commissioners of National Education [248 (5)],	41
Insurance of premises [247 IV.],	41
Plans to be submitted if the official be not adopted [248 (8)],	41

Repayment.

Five per cent. of amount of Loan for 35 years [247 II.],	40
Commissioners of National Education contribute one-half [248 (3)],	41

Local Aid: at least one-third of cost required where Building Grant obtained [12 d.],	2
" in augmentation of Teacher's Salary, requisite [12 c., 30 d., 173],	2, 4, 31
" to qualify for Results Fees,	90
Local Government of National Schools [99 b.],	12
Local Training Colleges.—See TRAINING.	
Locum Tenens for Teacher: when sanctioned and paid [144 f.],	19
Formal Agreement not necessary [144 f.],	19

Appendix.

Rules and Regulations of Commissioners.	Page
Lord Lieutenant: communicated with previously to withdrawal of Book from Board's List [5],	1
" " express permission required to Change of a Fundamental Rule [4],	1
" " grants Pension or Gratuity to Retiring Teachers under Pensions Act [220 A.],	36
Lunatic Asylum National Schools [63],	6
Magnetism and Electricity: Programme for pupils,	73
MALE Assistant not appointed where Female Principal [34 c.],	4
Male Monitor [178 c.],	32
Male Pupils in Boys' or Mixed School under Master: Agriculture in rural parts an obligatory subject [171—note],	30
Male School may not be changed into School for Girls, nor vice versa, without sanction [35],	4
Management of Poultry—a recognised Extra Subject (c. 3),	68
to carry Results Fees, Poultry Yard requisite (XVI. c.),	67
Manager.	
<i>: Appointment.</i>	
Class of persons eligible [99 c.],	12
Fitness determined by the Commissioners [106],	13
Manager should be appointed under Joint Patrons, Trustees, or School Committee [109],	13
May be nominated by Patron [100],	12
Original Applicant Patron unless he specifies otherwise [99 c.],	12
Patron may manage School or nominate Manager [100],	12
School Committee, where there is one, is Patron [102],	13
Trustees are Patrons of Schools Vested in Trustees [103],	13
Withdrawal of recognition, if necessary, by Commissioners after investigation [107],	13
<i>Conditions preliminary.</i>	
To give undertaking to carry out Rules [99 d.],	12
To reside within convenient distance of School [99 c.],	12
<i>: Powers and duties in regard to—</i>	
CORRESPONDENCE:	
Corresponds with Commissioners [99 b.],	12
Instructions: mode of Teachers' Salary Payments [241],	39
Regulations for forwarding Salary Claims,	89
School>Returns: his duties regarding [99 c.],	12
To certify to Teachers' Claims [241 d.],	39
To check the Records [114],	15
To examine and certify Quarterly Returns [241 a.],	39
To notify change of Teacher at once [113],	15
" SCHOOL:	
It is under his direct government [99 b.],	12
The use of house (Non-Vested) outside School-hours [64],	6
To visit School frequently [99 c., 114],	12, 15
&c., &c.	
" SCHOOL FEES:	
He fixes the rates [173 c.],	31
" TEACHERS:	
Appoints and removes them [99 b., 110],	12, 13
Enters into Formal Agreement with [111],	13
His responsibilities under Agreement ceases with his Office [111—note],	15
Monitor's appointment: Managers concurrence necessary [182],	32
Teacher's complaint against Manager: preferred through Inspector [244 a.],	39
&c., &c.	

Manager—continued.

	Page	Appendix
: The Commissioners, Managers of Model Schools [7],	1	Rules and Regulations of Commissioners.
of the Albert Agricultural Institute [42 a.],		
of the Marlborough-st. Training College [146 b.],	20	
: Training College (Local)—Manager a Clergyman or other person of approved social position (XXII. b.),	24	
Marlborough-street Model School,	87	
Training College : Regulations [146 to 149]	20, 21	
" " Supported from public funds [146 b.],	20	
" " under Commissioners' exclusive control [146 b.],	20	

See TRAINING.

Master.—See 'Teacher.'

Mechanics : Programme of Examination for Pupils	73
Medical Certificate required when School closed a month or more for epidemic [112 d.],	15
" " " when Teacher absent, ill, month or more, and salary claimed [144 a.],	18
" " Sound health required from Monitor on appointment [184 b.],	33
" " " " " Queen's Scholar at entrance [149 A. (V. a.)],	22
" " " " " Teacher on appointment [129 a.],	17
Meeting-House, Church, or Chapel Ground for School—site not favoured [15],	2
Meetings, political—prohibited in National School-Houses [69],	7
to be avoided by Teachers [145, III.],	19
Merit Grant (Capitation) in Convent Schools : Rate of [174 b.],	31

See 'CONVENT SCHOOL.'

Mixed Evening Schools not aided by Commissioners [82],	6
Mixed Schools—may have either Male or Female Teacher as approved by Board [34 a.],	4
" " sanction required for change from Male to Female Teacher, or vice versa [34 b.],	4
" " with Master : Agriculture an obligatory subject for boys in rural parts [171—Note],	30
" " " " (and Attendance sufficient)—a Female Assistant desirable [141],	18
" " " " a Workmistress may be employed if 20 girls in average attendance [142 a.],	18

Model Farm.—See 'AGRICULTURE.'

Model Schools:

a description of their Chief Objects [37],	4
Aim, to educate for Teachership [37],	4
Arrangements for Religious Instruction [39],	5
Built from Parliamentary Funds [36],	4
Commissioners are the Patrons [7, 38],	1, 5
" exclusively manage [36],	4
" remove and appoint and transfer Teachers [38] (15),	5, 51
Division of, into Central, District, Minor [36],	4
Fundamental Principles, same as of ordinary National Schools [7],	1
Monitors under same Regulation as in " " [210],	35

Monitor—continued.

" APPOINTMENT—continued.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

Page

Date of Appointment;

from 1st of July [176 a],

31

Mode of Appointment;

Inspector recommends after Competitive
Examination [181 a],

32

Inspector to confer with Manager regarding
Candidate selected [182],

32

Manager may veto the appointment [182],

32

Teacher's objection to Selected Candidate
considered [182],

32

" EXAMINATION AND INSTRUCTION:

(1.) as a Pupil;

Examined as Pupils for Results Fees, but No. I.

Passes required [186] (XVIII.),

33, 67

Receives Ordinary Instruction along with Pupils
for portion of School day [179 b],

32

Reckoned along with Pupils in Accounts [186 b]

33

(2.) as Monitor:

Extra Special Instruction by Teacher, stipulated
for [179],

32

Female to be present if Monitress receives this
Instruction from Master [178 b],

32

Yearly Examinations in Course: General Regula-
tions [190, 191],

33

Programme,

56

Special Examination at Centre for
III. and V. year [191 b],

34

Travelling expenses to Centre
allowed (XII.),

58

" GRATUITIES from Board to Teacher for the Special Instruction

[187],

33

" SERVICE AND SALARY:

Appointed only for three years [176 a],

31

Continued for fourth and fifth years under certain
circumstances [176 b],

31

Monitor of Female School may practise in associated
Infant School, and vice versa [181 c],

32

Salary ceases at termination of course [188],

33

Scale of Salary [176],

32

Transfer exceptionally allowed: express sanction
required [181],

32

" Termination of course:

Liability to dismissal [180, 195],

32, 34

On satisfactory examination of V. year, Certificate of
III.² Classification [192],

34

" " may be selected
for admission to Training College

[149 b], (XXI. b.), [192].

21, 24, 34

Monk—See Monastery School.

Appendix A.	Munster Model Agricultural School :	Page
Rules and Regulations of Commissioners.	A Description : Regulations : Programme,	84
	Bees and Poultry Management,	86
	Cookery and Sewing Classes,	86
	Dairy Department,	85
	Grants supplemented by Local Subscription,	84
	Local Committee co-operates,	84
	Resident and Extern Students,	84
	Music : Evening Schools—Not paid for (IX. f.),	66
	" Instrumental (Results Fees), proviso for separate room (<i>note</i>),	66
	Name of Founder may be inscribed on School [71],	7
	National Education System : its object and fundamental principle [1],	1
	Natural Science Results Fees—Appliances a requirement [XIII. d.],	66
	Navigation : Programme for pupils,	73
	NEEDLEWORK—all Female Teachers to be competent in [143],	18
	an Obligatory Subject where a Female Teacher is employed [9],	1
	Department for Embroidery, &c., special grants and conditions [52],	5
	Evening School—not paid for (IX. f.),	66
	Extern Teacher may earn Results Fees (XVII. a.),	67
	Workmistress paid Salary and Results Fees [142 d.],	18
	Night School—See 'Evening School.'	
NON-VESTED NATIONAL SCHOOLS :		
	General Description and Condition of Aid [28 to 33],	3, 4
	Loans (Board of Works) for providing, improving, &c. (See Loans.)	
	Modified Grants of salary in certain cases where small attendance [31. 172],	4, 30
	Property of local parties [6 b.],	1
	Religious Instruction : Managers' powers and obligations, [84],	8
	Repairs, Furniture, Rent, &c., at local cost [29, 33],	3, 4
	Use for other than National School purposes [64, 69],	6, 7
	Nun : Nuns' School—See 'Convent School.'	
	Optional Subject.—Extern Teacher, Teacher of adjoining School, or Temporary Assistant, may earn Results Fees (XVII. d.),	67
	Order in Council applying Factory Act Regulations to Ireland,	95
	Ordinary Instruction—See 'Secular.'	
	Ordinary National Schools : description and distinction [40 and Note],	5
	Organizing Teachers—Appointment of, and duties (IV.),	49
	Ornamenting of Schoolhouses not allowed for in Building Grant [25],	3
	Out-offices—Application Schools must be provided with [30 a.],	4
	Parental control of Religious Instruction [76 b., 90],	8, 9
	Parent (father)—Authority for Register Entry of pupil's denomination [89],	9
	" written Certificate in certain cases for Religious Instruction [90 d.],	9
Patron :		
	Administration (Local) of School vested in Patron or Local Manager [98],	12
	Commissioners recognise as such the original Applicant, if he do not otherwise specify [99 a.],	12
	" reserve the power to withdraw recognition after investigation [107],	13
	Has right of managing School himself, or nominating Local Manager [100],	12
	Joint Patrons, Trustees, School Committees, should nominate Local Manager [109],	13
	: Office vacant—	
	by death :	
	Clerical Patron's Clerical successor succeeds [108 a.],	13
	Lay Patron's Legal Representative " [108 a.],	13

Patron—continued.

Appendix A.
Page Rules and Regulations of Commissioners.

: Office vacant—continued.

by resignation:

An outgoing Patron may nominate successor [105 a.] 13

In default, the Commissioners select [105 b.] 13

Commissioners reserve power to determine as to fitness of successor [106], 13

: Religious Instruction.

Non-Vested Schools.

Patron or Manager determines what Religious Instruction, if any [84], 8

Should there be none, he must at parent's desire allow children to absent themselves to receive it elsewhere [84], 8

Vested Schools.

He must permit, at parent's desire, respective Clergymen to have access [83], 8

Reading of Scripture at Religious Instruction time—

Patron's rights and obligations in that respect [85 b.], 8

: Schools.

Model Schools—Commissioners are Patrons [7, 38], 1, 5

Under School Committee: the Committee are Patrons [102 a.], 13

Vested in Commissioners: Patron's name in Lease [104], 13

" Trustees: Trustees are Patrons [103], 13

Pauper children (Boarded-Out) attending National Schools, 94

Examination of, 94

Pay—See 'Salary,' 'Results,' 'Gratuity,' 'Local Aid.'

Pensions:

: General Provisions.

Abstract of principal provisions of

Act 42 & 43 Vic., c. 74 [220 A.], 36

Extracts from it, 99

Payments Quarterly in Arrear (24), 110

Revised Rules of December, 1895 [220 A.], 36, 99

Standard numbers on Class Establishment, 101

Treasury decision final in disputed cases [220 A.] (section 6), 36, 99

: Personal Incidents.

Age Qualification, on appointment or re-appointment, for joining the Pension Scheme, 99

Classification of Teachers for Pensions purposes, 100

" Assistant Teachers (III. Class), 101

Definition of Service for Pension (IV.), 101

Ten years' service at least before Voluntary Retirement on (Modified) Pension (22), 110

Teachers in the Obsolete Classes (VIII.), 112

" promoted, may decline Pension Scheme obligations of higher class: such rejection final (11), 101

: Provisions to Pension Fund.

Collection of, by deduction from Teacher's Salary (14), 102

Deductions, when no Salary payable, provided for [220 A.

Note] (14), 36, 102

Scales—Class A., Class B., 103, 104

Teacher rejoining after interval [220 B.], 36, 99

The Repayment of, in certain events (VII.), 111

: Scales of Pension: Class A., 106-110

" B., 110

" Disability cases at earlier age (25), 110

: Supplementary Pension, and Supplementary Premium Scale for

Model School Teachers, 113, 114

<i>Appendix A.</i>	Physical Geography : Programme for pupils,	Page 75
Rules and Regulations of Commissioners.	Physical Science—See 'Natural Science.'	
	Piano : Programme for pupils,	69
	Placards not to be affixed to School-buildings, unless relating to School business [73],	7
	Place of Worship: School, if held in, not aided [66],	7
	" " : School not to be in direct internal communication with [67],	7
	" " : Site connected with—not preferred for National School [15],	2
	" " : Transfer of School to—not sanctioned [66],	7
	Plans for Schools, Non-Vested (Board of Works Loans) [250 (3, 4)],	44
	Vested (Building Grants) : Instructions furnished by Board of Works, or if plans furnished by Applicant, they must be sanctioned by Board of Works [24],	8
	Plans for Teacher's Residence [248 (8), 249 (III)],	41, 42
	<i>Play-time.</i>	
	Half-hour may be included in four hours minimum literary instruction [74 a.],	7
	Infants' Schools: half-hour limit does not apply [74 c.],	7
	Not available for Extra Subjects for Results Fees (XI),	66
	Pupils employed on School Farm or Garden (Notes),	78
	Political Emblems prohibited in School-room or exterior of buildings [73],	7
	Political Meetings and political business prohibited in all National Schools [69],	7
	" " Teacher not to attend [139, 145 (III)],	18, 19
	Polling Booth : Parliamentary Election—Schoolhouse may be used for [69 Note],	7
	" " Teacher's employment under Sheriff as Presiding Officer or Polling Clerk [139-N.B.]	16
	Poultry, Management of—a recognised Extra branch (c. 3),	68
	to carry Results Fees, Poultry yard requisite (XVI c.),	67
	" Practical Rules " for Teachers [146],	19
	Practising School in connexion with Training College [146 a.],	20
	" " Grants on same conditions as to other National Schools (XVIII),	23
	" " Vocal Music and Drawing obligatory subjects, (L)	25
	See TRAINING.	
	PREMIUM: Carlisle and Blake—Regulations,	91
	Reid Bequest,	99
	Worship—Regulations,	92
	Premiums (Pensions Act)—Class A. Scale,	103
	" " B. "	104
	" " Deduction for Premiums [220 A.],	36
	" " Model School Teachers' Supplementary Pension and Premium Scale,	113
	" " Repayment of,—in certain events,	111
	Principal Teacher—See 'Teacher.'	
	Principle, fundamental—of National Education System [1],	1
	Private Contribution Funds in aid of National Education,	91
	Programme of Examination and Instruction for Pupils according to Classes in ORDINARY SUBJECTS (XIII).	58
	in Extra Subjects, viz. :—	
	" Algebra,	73
	" Animal Physiology and Zoology,	76
	" Botany,	75
	" Dairying,	70
	" Drawing,	68
	" French,	72

Programme of Examination and Instruction for Pupils—continued.
in Extra Subjects—continued.

Appendix A.

	Page	Rules and Regulations of Commissioners.
Geometry and Mensuration, . . .	73	
Geology, . . .	77	
Girls' Reading Book and Domestic Economy, . . .	70	
Greek, . . .	72	
Handicraft, . . .	69	
Heat and the Steam Engine, . . .	74	
Hydrostatics and Pneumatics, . . .	74	
Hygiene, . . .	71	
Inorganic Chemistry, . . .	76	
Instrumental Music, . . .	69	
Irish, . . .	72	
Kindergarten, . . .	63	
Latin, . . .	72	
Light and Sound, . . .	74	
Magnetism and Electricity, . . .	75	
Mechanics, . . .	73	
Navigation, . . .	73	
Physical Geography, . . .	75	
Plane Trigonometry, . . .	73	
Vocal Music, . . .	64	

Programme of Examination for Inspector (competitive), . . .	47
Inspector's Assistant (competitive), . . .	48
Model Farm, Glasnevin—Free pupils (competitive) . . .	83
Model School Teachers (competitive), . . .	49
Monitors (Yearly Course), . . .	56
TEACHERS—Classification Provisional	
[151 d], . . .	25
Class III., . . .	51
Class II., . . .	52
Class I., . . .	52
for Certificate to teach—	
Drawing (VI.), . . .	54
French (III.), . . .	53
Greek (I.), . . .	53
Handicraft (IX.), . . .	55
Irish (IV.), . . .	54
Kindergarten (VIII.), . . .	54
Latin (II.), . . .	53
Vocal Music (V.), . . .	54

PROMOTION OF TEACHER IN CLASSIFICATION:

At first Examination not higher than III. ^d [154 a.], . . .	26
but, specially deserving, II. ^d conditional [154 b.], . . .	26
by regular gradation [157 a.], . . .	26
: Class Promotion—a timely notice to Inspector of desire [154 e.], . . .	26
Examination a necessary condition [154 d.], . . .	26
" unsatisfactory Teacher not admitted [154 f.], . . .	26
First Class: average attendance 35 necessary [164], . . .	28
Diploma of Training required (exceptions) [157 b., c.] . . .	26
Queen's Scholars, promotion to first class [158], . . .	26
First of First: 3 years' continuous efficiency [155], . . .	26
and Examination [154 d.], . . .	26

Appendix A. PROMOTION OF TEACHER IN CLASSIFICATION—continued.

Rules and Regulations of Commissioners.	Page
: <i>Divisional</i> —on efficiency solely for II. and III. [154 c.],	26
one year in each Division [154 b.],	26
: The Assistants are eligible for, generally [161],	27
First Class—Special Rule [161 c.],	27
: The Temporary Assistants, Junior Literary Assistants, Substitutes, Lay Assistants in Convent Schools—Eligible [153],	25
: To date generally from 1st of April [156],	26
: Unsatisfactory or inefficient Teachers may be depressed [135],	17
Provisional Classification ;	
A requirement for every candidate Teacher [151],	25
Temporary Assistant [170 A.],	29
Programme for [151 d.],	25
Public have access, as Visitors, to every National School [122, 123],	16
Public-houses: Teachers not to keep, or live in [132 b.],	17
PUPIL:	
Age: minimum for admittance (VIII. a.)	66
Boys: Agriculture an Obligatory Subject in rural parts [171 c. Note],	30
Boys (Infant) in Girls' School—Limit of Age [VII. b.],	66
Girls: Needlework Obligatory Subject wherever Female Teacher employed [9],	1
Industrial Instruction, in suitable cases [32]	5
(See 'Industrial.')	
Literary Instruction, combined, to children of all persuasions—Object of National Education System [1],	1
" " Programme according to classes (XIII.),	59
(See 'Secular,' 'Results.')	
Religious Instruction, separate, to children of all persuasions—Object of National Education System [1],	1
(See 'Religious.')	
School fee rate, or social grade, no ground for separation in School [30 Note],	4
See, &c., &c.	
Pupil Teachers in Model Schools:	
Appointment, Qualifications, Age, &c.,	86
Boarding Allowance to (Extern) [212],	35
Boarding Grant for—, to Head Master (Intern) [211],	35
Classification at close of service (II. c.),	86
Entering Civil Service—refund cost of training (XXI.),	89
Gratuities to, [213, 214, 215]. (IV.),	35, 87
Travelling Expenses allowed [215] (VI.),	35, 87
Quarter: close of, the convenient time for change in School staff [163 c.],	27
Quarterly Returns: Instructions regarding [241],	38
Manager Examines, checks, and certifies, [241 a.],	39
Occasional absence of Manager—Inspector or other respectable resident may certify [241 b. c.],	30
Separate for Industrial Schools Act Pupils (XXVIII. b.),	93
Queen's Scholar—Training College Student so designated [147 c.],	21
(See 'Training.')	
Re-appointment of Teacher after Dismissal—Commissioners reserve right to determine sanction [136],	17
" " after interval—Duration of interval and age of Teacher [140 (d, e.), 220 B.],	18, 36
" " —The Commissioners determine as to retention of Class [136],	17
Recreation, see <i>Play-time.</i>	
Reid Bequest Fund—Prizes and Scholarships,	92

Religious Instruction:

Appendix A.

: Commissioners' fundamental principles:

	Page	Rules and Regulations of Commissioners.
Aim of National Education—Separate Religious Instruction to children of different persuasions in same School [1], . . .	1	
and no interference with Religious Tenets [1], . . .	1	
No pupil thereby excluded from other advantages of the School [76 a.], . . .	8	
not to interfere with use of School by children of all Denominations [76 a.], . . .	8	
Opportunities for children of all National Schools for receiving Religious Instruction [75], . . .	7	

: Conscience Clause Regulations:

Ascertainment from Father of child's Denomination [89], and, . . .	9
Entry accordingly in Register and Roll Book [88], . . .	9
Exclusion from Religious Instruction of Pupils of different religion from Teacher [90], . . .	9
No child to be present if Parent disapproves [76 b.], . . .	8
Parental control of arrangements [76 b.], . . .	8
Written CERTIFICATE of parent's wishes in certain cases [90], . . .	9

: Hours for Religious Instruction:

Before and after Secular Instruction and at one intermediate time permissible [87 a.], . . .	9
but if at Intermediate time, not to inconvenience any pupils [87 b.], and, . . .	9
Commissioners recommend Separate Apartment to accommodate the retiring pupils [87 c.], . . .	9
Immediately before or after Ordinary School-business desirable [87 d.], . . .	9
May not be simultaneous with Literary Instruction [81], . . .	8
nor with Industrial Instruction [81], . . .	8
Secular Instruction Books to be laid aside during—[80], . . .	8
Should be announced before commencement [79], . . .	8
Sufficient interval between announcement and commencement [80], . . .	8
Tablet with words "Religious Instruction" to be exhibited during [79], . . .	8
Time Table must show the hours for [77 a.], and, . . .	8
this the only permissible notification during Literary Instruction [77 c.], . . .	8

: Matter of Religious Instruction; the Books—Religious Exercises—Emblems:

All Religious Exercises come under Rules [86], . . .	9
Bible, Reading of, comes under Rules [86], . . .	9
" " " Patrons have right to permit at Religious Instruction time [85 a.], . . .	8
Catechetical Instruction—Special provision [90-note], . . .	10
Common School Books matter does not come under Rule [97], . . .	12
Emblems, denominational, only at Religious Instruction time [72], . . .	7
"Scripture Lessons" and "Sacred Poetry"—Special Rule [93], . . .	11
Titles of Religious Instruction Books, when necessary to be made known to Commissioners [92], . . .	11

: Schools.

Model Schools—Opportunities for Religious Instruction by Pastors in separate Apartments [39], . . .	5
---	---

Appendix A. Religious Instruction—continued.

Rules and
Regulations
of Commis-
sioners.

: Schools—continued.

Modified Grant Schools—Such grants to small Schools where otherwise means of Religious Instruction would not be available [31, 112], . . .	Page 4, 30
Non-Vested Schools—Patrons and Local Managers determine, if any, and what Religious Instruction [84], . . .	8
“ “ Pupils, if no Religious Instruction in School, must be permitted to absent themselves to receive it elsewhere [84], . . .	8
Vested Schools—Clergymen shall have access [33], . . .	8
“ “ Parents may require Patron to afford opportunity for Reading of Holy Scriptures at Religious Instruction time [85 b.], . . .	8
: Training College, Marlborough-street.	
Arrangements for Religious Instruction [147 c.], . . .	21
“ Visitor's privilege does not extend to Religious Instruction hours, during which arrangements are under control of Clergyman or approved Instructor [125], . . .	16
Removal and appointment of Teachers: Local Manager charged with [89 b.], . . .	12
Rent of School-house, Non-Vested—Commissioners do not contribute [29], . . .	3
“ “ must not devolve on Teacher [30 f.], . . .	4
“ “ Vested—must be only nominal, or covered by guarantee [16], . . .	2
Rent of Teacher's (Aided) Residence—Teacher may not be charged more than 2½ per cent. of Loan [248 (4)], . . .	41
REPAIRS.	
: School-houses.	
Non-Vested—at local cost: Commissioners do not contribute [29], . . .	3
“ —continuance of Aid contingent upon maintenance of repairs [33], . . .	4
Vested in Commissioners—Repairs executed by Commissioners [26], . . .	3
“ Trustees—The Trustees bound to keep in repair [27], . . .	3
: Teacher's (Aided) Residence—certain minor repairs by Teacher [249-N.B.], . . .	43
: Training Colleges (Non-Vested), Residences, and School-houses, if Loan Aided, to be kept by local parties in good and sufficient repair—guarantee required (12), (13), . . .	42, 46
Report: Inspector to furnish to Commissioners after each visit [119], . . .	16
“ of District Inspector upon application for aid to School necessary [21 a., 32], . . .	3, 4

See Inspector, Results, &c.

REQUISITES FOR SCHOOL: BOOKS, &c.

Aid towards supply of [10 a., 23, 222], . . .	1, 3, 37
“ “ “ for National Schools only [236], . . .	38
“ “ “ for Workhouse National Schools [60], . . .	6
“ transit carriage free [236], . . .	38
An adequate School stock to be kept up [223], . . .	37
and Teacher to charge pupils no profit [145 (XII.), 224], . . .	20, 37

REQUISITES FOR SCHOOL: BOOKS, &c.—continued.

Page *Appendix A.*

<i>Application for,—Regulations</i> [222 to 237],	37, 38	Rules and
A Manager should ascertain they are wanted for School [228],	37	Regulations
and should sign for each School on separate form [229],	38	of Commis-
Delivery— <i>at Education Office if desired</i> [233],	38	sioners.
“ <i>within Dublin city</i> [232],	38	
Destination— <i>Carriage free by rail to any railway station, and</i>		
“ <i>to certain other specified centres</i> [230],	38	
“ <i>Otherwise than by rail at Manager's expense</i>		
[231],	38	
Payment— <i>A Bank Order, P.O.O., or cheque on Dublin</i>		
[225],	37	
“ <i>and these only received</i> [226],	37	
“ <i>Cost of money remittance</i> [227],	37	
<i>Free Stock of</i>		
Occasions when granted [222],	37	
Quantity in proportion to Attendance [222],	37	
Scale,	91	
Teacher responsible for custody of [222 c.],	37	
to be kept as a School Stock [222 c.],	37	

RESIDENCE FOR TEACHER: AID.

(a.) *Grant System: Vested Schools.*

Amount half cost, but no grant of over £100 [249 II.],	42
Board of Works Procedure [249 IV.],	42
Demise 61 years, or three lives and 31 years concurrent,	
Rent Free, or at nominal rent [249 I.],	42
Plans, &c., so be forwarded with Applications for approval	
of Commissioners, and of Board of Works [249 III.],	42
Plans prepared by Board of Works may be adopted [249	
III.],	42
Site must not be more than mile from School [249 I.],	42
Works to be done at Teacher's Expense (certain minor	
repairs, &c.), [249 N.B.],	43

(b.) *Loan System: Non-Vested or Vested Schools.*

Act 38 & 39 Vic., c. 62,	40
“ 47 & 48 Vic., c. 45,	40
Alteration, Enlargement, Improvement, &c., if over £50,	
provided for [248 (13)],	41
Board of Works authorized to make Loans [247],	40
Conditions:	
Apartment, &c., that must be provided [248 (6)],	41
Inspection powers to Board of Works and Commis-	
sioners of National Education (12),	42
Limit of Loan £250 [247 I.],	40
Repairs to be maintained and guaranteed (12),	42
Security, personal, stipulated for—if required [247	
III.],	40
Site not more than mile from School [248 (2)],	41
“ (in case of Vested Schools) distinct from the already	
leased premises (14),	42
Work to be executed under contract if possible (11),	42
Procedure.	
Application to Commissioners of National Education	
[248 (5)],	41
Insurance of Premises [247 IV.],	41
Plans to be submitted, if Official Plans be not adopted	
[248 (8)],	41
Repayment:	
Five per cent. of amount of Loan for 35 years [247 II.],	40
Commissioners of National Education contribute one-	
half [248 (3)],	41

M

Appendix A. Results Examination and Fees:

Rules and
Regulations
of Commis-
sioners.

- (1.) EXAMINATION, PRESENTATION,
INSTRUCTION OF PUPILS AND
MONITORS.
(2.) EXTRA SUBJECTS.
(3.) EVENING SCHOOLS.

- (4.) INFANTS AND INFANTS' SCHOOLS.
(5.) INSPECTOR'S REPORT AND EX-
AMINATION.
(6.) RESULTS FEES: AMOUNT, CON-
DITIONS, DISTRIBUTION, &c.

(1.) EXAMINATION, PRESENTATION AND INSTRUCTION OF PUPILS
AND MONITORS.

	Page
A Programme of Instruction in Ordinary and Optional Subjects according to Classes (XIII.),	58
A Pupil is examined in the Class in which Enrolled (XIII.),	58
Attendances, 100 required (I. a.),	65
" : if incomplete—not counted [145 IV. c],	19
" : Saturday—not counted (I. b.),	65
" : when School used by Sheriff for Parliamentary Election, or by Inspector for Examination of Teachers, &c., may be reckoned (I. d.),	65
Monitors examined and paid for as Pupils, but No. 1. Passes required (186) (XVIII.),	33, 67
" : Special Instruction—Gratuity to Teacher consequent on Results Examination (187). (See also under the word <i>Monitor</i>),	33
One Presentation only of Pupil in same class, (II. a.),	65
Unless period between Examination be less than 11 months (III. c.),	65
When Pupils may be again presented in same class and in same Extra Branches (III. c.),	65
2 Presentations in VI. class,	62

(2.) EXTRA SUBJECTS.

General Provisions:

Conditions on which payable (XI. to XVI.),	66, 67
Enumeration of Extra Subjects (XIV.),	68
" those for Girls only (XIV. c.),	88
Programme for Pupils' Instruction in several of the Extra Subjects,	68 to 77
Proviso for effective instruction (XIII. b, c, d.),	86
Requirement of Appliances, &c., for Natural Sciences (XIII. d.),	86
Scale of Fees,	30, 72

Limitations to awards of Extra Subjects Results Fees:

Pupil's Age: to be ten years at least (c.),	68
" Class: to be V. at least (exception),	30
" General Proficiency: failure in Essentials disqualifies (XII.),	66
Repeated Presentation disallowed or limited (III. c.) (XIV.),	65, 67
School Fee: Extra School Fee 2s. a quarter a condition in regard to some subjects, (d.),	68
The number of Extra Subjects paid for in same School limited (a.),	68
Time for teaching: before or after School-hours (exceptions) (XI.),	66
" " Saturday if noted on Time Table (I. c.),	65
Notification on Time Table requisite (XIII. c.),	66
" to Inspector at commencement of year (XIII. a.),	66
Science and Art Certificate: how far accepted (XV. b.),	67
" Classes: Rule (XIII. c.),	67

Results Examination and Fees—continued.

Appendix A.

	Page	Rules and Regulations of Commissioners.
(2.) EXTRA SUBJECTS—continued.		
Teachers—Allocation of Extra Results Fees among (XVII.),	67	
Certificate to teach Extra Branches (see also under the word 'Programme') (Note),	53	
Temporary Assistant, Extra Teacher, or Teacher of adjoining School may earn (XVII. d., e.),	67	
(3.) EVENING SCHOOL.		
Conditions for Presentation of Pupils [198 c.],	34	
Continuous operation during half-year essential [198 c.],	34	
50 Attendances qualify Student for Examination (IX. a.),	66	
Copy Book Exercise for each attendance (X.),	66	
Day School pupils ineligible (IX. b.)	66	
Extra and Ordinary Subjects not paid for on same Student (IX. d.),	66	
Grammar, Geography, do not carry Results Fees (IX. c.)	66	
More than two Extras not paid for in Evening School (IX. d.),	66	
Music or Needlework not paid for in Evening School (IX. f.),	66	
(4.) INFANTS AND INFANTS' SCHOOLS OR DEPARTMENTS.		
Age Limit for enrolment as Infant (VIII.),	66	
Age Limit for Infant Boys in Girls' Schools (VII. b.),	66	
A special Results Fee [171 c. Note] (VI. a.),	30, 65	
" " Kindergarten [171 note] (VI. b.),	30, 65	
Extra Subjects not paid for (Monitors excepted) (VII. a.),	65	
Individual Examination dispensed with (V.),	65	
No Results Fees above III. Class (VII.),	65	
(5.) INSPECTOR'S RESULTS' REPORT AND EXAMINATION.		
Annually in the same month, as far as possible [116],	15	
He is to notify beforehand his intended visit for Results Examination [118],	16	
His decision final on question as to Age of Pupils (VIII. b.),	66	
Instruction as to making out of Rolls (I. c.),	65	
(6.) RESULTS FEES: AMOUNT, CONDITIONS, DISTRIBUTION, &c.		
Additional to Class Salaries of Teachers [171],	29	
Agreement, formal, between Manager and Teacher, a necessary condition [111],	13	
are not to entail reduced School Fees [173 b.],	31	
as in Ordinary Schools, so also available in Convent and in Modified Grant Schools [172, 174],	30, 31	
<i>Division among Teachers:</i>		
Allocation among Teaching Staff [171 b.],	29	
Apportionment where change of Teachers (IV.),	65	
Fraction of a month not allowed for to Teacher [IV.],	65	
Needlework Results Fees paid to Workmistress [142 d.],	18	
Needlework when taught by Extra Teacher paid for to that Teacher (XVII. e.),	67	
<i>Proportion in regard to School Period:</i>		
Alteration of School Period, and its effect on Payments (III.),	65	
<i>Scales of Results Fees:</i>		
according to Classes and Subjects [171],	30	
for Agricultural Schools,	77	
for Garden Culture [51],	5, 79	
for Infant Schools [71 Note] (VI.),	30, 65	
for Kindergarten [11 Note] (VI.),	30, 65	
<i>Schedules of Results Fees:</i>		
Absolute: Contingent: Rates,	90	

Appendix A.

Rules and Regulations of Commissioners.

	Page
RETIREMENT: Compulsory on Pension—Age for (65 years Masters; 60 years Female Teachers) [220 A.]	36
Voluntary " Class A. (21),	105
" " B. (22),	110
" " Model School Teachers (40),	113
Retiring Gratuity	
<i>Awards under the old System:</i>	
Conditions [219 a.],	33
Rate according to service [219 b.],	35
Treasury sanction required [220 a.],	35
<i>Awards under the N. S. T. Superannuation Act:</i>	
Scale according to age,	111
Supplementary Scale for Model School Teachers,	114
Decease of Teacher before payment—grant lapses [220 b.],	36
Recipients of, may not re-enter service [220 c.],	36
See 'Pensions.'	
Returns to be checked and certified by Manager [99 c.],	12
Roll, &c., to be marked before eleven o'clock [145 (IV. a.)],	19
Rolls: Results Examination—made out to last day of preceding month (I. c.),	65
Rules—compliance with, a condition of continuance of Aid [33],	4
" " newly appointed Manager undertakes [99 d.],	12
" Lord Lieutenant's express sanction required to change of a fundamental Rule [4],	1
" Violation of—Inspector to bring under Manager's notice [117]	15
" XIV., Practical Rules for Teachers [145],	19
Rural Schools—Agriculture an obligatory Subject [171 c.—Note],	30

SALARY OF TEACHERS:

According to class—Scales [162],	27
Assistant—see ASSISTANT.	
Average Attendance, at least 30 required as general rule [30 c.] [165 a.],	4, 28
but grant not reduced unless Average fall below 30 for two consecutive Quarters [166],	28
Exceptional Depression due to Epidemics, &c.: reasonable time allowed for recovery of normal attendance [167],	28
First Class salary: average, 35, at least required [164 a.],	28
" " dependent upon class of School [164 b.],	28
Local aid in augmentation of Teacher's salary requisite [12 c.] [30 d.] [173],	2, 4, 31
Occasional brief absence of Teacher from reasonable cause does not entail loss of salary [144 g.],	19
One Month's Sick Leave on Medical Certificate, paid for [144 a.],	19
One to Six Months' Sick Leave: Substitute to be paid by Teacher [144 b.]. See 'Substitute,'	19
Over Six Months' Sick Leave never sanctioned [144 c.],	19
Premiums for Pension Fund deducted [220 A.],	36, 102 to 105
Salary conditional on competency [130],	17
Salary only from date of commencing duty [241 g.],	59
School closed a month or more for Epidemic: Medical Certificate necessary to payment of Salary [112 d.],	15
School closed without reasonable cause: Salary Stopped [112 b.],	15
Special rates under previous arrangements: Continuance at Commissioners' discretion [163 c.],	28
<i>Special Schools:</i>	
Convent and Monastery Schools—see CONVENT.	
Evening School Teachers' Salary, &c. [198 b.] see	
'Evening School,'	34
Island School Teachers: exceptional provisions [172 c.]	31

SALARY OF TEACHERS—continued.

Special Schools—continued.

Appendix.

	Page	Rules and Regulations of Commissioners.
Model School Teachers' and Model Assistant Teachers' Salaries, &c. [202 to 206],	34, 35	
" Rates for Marlborough Street (XIX.),	Special	
See MODEL SCHOOL.	87.	
Modified Grant, School Teachers:		
Capitation Rate of Pay [172 b.],	31	
Class Salary only when Average is over 30 [172 c.],	31	
Epidemic: payment on Attendance of preceding Quarter [172 d.],	31	
See MODIFIED GRANT.		
The Commissioners may determine to withhold Grants of Salary [131] [239],	17, 38	
The Mode of Payment:		
Instructions and Regulations [163] [241],	27, 33, 39	
Manager examines and checks Returns, &c. [241 a.],	39	
Manager's occasional absence: payment through Inspector or other respectable resident [241 c.],	39	
Payment by Teacher's authorization to third party [241 f.],	39	
Payment to Manager on account of Advances to Teacher: vouchers [241 e.],	39	
Payment to Representative of Deceased Teacher: Declaration Form [242],	39	
See also RESULTS: GRATUITY.		
Sale Stock of School Requisites for Pupils:		
Commissioners supply, carriage free [230],	38	
Teacher not to charge a profit on [145 XII.] [224],	20, 37	
" to maintain an adequate Supply [145 XII.] [223],	20, 37	
Saturday attendances—Rule regarding (I. b.),	65	
Saturday: Extra Subjects may be taught for Results Fees (I. c.), (XI.),	65, 66	
Scales:		
Average Attendance and School Staff (XXII.),	88	
Building Grants—Vested Schools [17 a.],	2	
Capitation payment in Small Schools [172 b.],	50	
Free Stock Grants,	91	
Gratuities for training Monitors [187 a.],	33	
Loans—Non-Vested Schools (5),	45	
Pension—Class A.,	106 to 109	
" B.,	110	
" premiums, Class A.,	103	
" B.,	104	
Results Fees [171 c.],	30	
" Agricultural Schools,	77, 78	
" School Gardens,	79	
Retiring Gratuities—Pension Act,	111	
" —under old System [219 b.],	35	
Salaries: Model School Teachers [202 to 206],	34, 35	
" Monitors [176 c.],	32	
" Teachers, Workmistresses, &c. [162],	27	
Supplementary Pension (or Gratuity) and corresponding Premiums for Model School Teachers (40, 41, 42),	113, 114	
SCHOOL: see AGRICULTURAL SCHOOL: ASYLUM: BOYS' SCHOOL, GIRLS' SCHOOL, CONVENT AND MONASTERY: EVENING SCHOOL: MODEL: MODIFIED GRANT: PRACTISING SCHOOL: VESTED, NON-VESTED: WORKHOUSE, &c.		

Appendix A. School—continued.

Rules and
Regulations
of Commis-
sioners.

And see Attendance; Commissioners: Manager: Patron: Rent:
Repairs: Use; &c. &c.

School-Committee possesses the powers of Patron of School [102],	Page
" " should appoint a Manager [109],	13
" " Teacher may not be member or officer of [102],	13
Schooldays—200 in the year at least [165 d.],	28
School-Farm—3 Acres at least—see 'Agricultural,'	78
School-Fees appertain to Teacher [173 c.],	31
" " may not be diminished on increase of Salary or Results Fees [173 b.],	31
" " no ground for separation of pupils in School [30 note],	4
" " Rates fixed by Manager [173 c.],	31
" " to be recorded in Report Book [145 XI.],	20
School-Garden: Rules for payment,	79
" " Scale of Results Fees,	79
School-hours: Definition of [82],	8
" " 4 hours' Secular Instruction daily required [74],	7
" " Teachers to attend half an hour before [145 IV. f.],	19
Schoolhouse must not be Teacher's property [30 f.],	4
" " use of—see Vested: Non-Vested.	
School-Lease: powers of Limited Owners [12 c., note],	2, 118
See also VESTED.	
Schoolmaster: Schoolmistress—see TEACHER.	
School-Requisites—see REQUISITES.	
School-Vacation [112],	15
Science and Art Certificates to Teachers of Extra Branches (XV. b.),	67
Science and Art Classes: Results Fees (National Board) not payable on Pupils of—(XIII. c.),	67
" Scripture Lessons " and " Sacred Poetry "—Rules relating to [93, 97],	11, 12
Scriptures, Reading of—comes within Rule of Religious Instruction [86],	9
: Managers may permit at Religious Instruction time [85 a.],	8
: (Vested Schools)—Managers must permit at Religious Instruction time on requisition of Parents [85 b.],	8
Secular Instruction: Each school open to all Denominations for combined Literary Instruction [1, 76],	1, 8
: Four hours on five week-days the minimum [74],	7
: May not be Simultaneous with Religious [81],	8
: Religious Instruction Books to be laid aside [90],	8
Select School, as part of National School, not allowed [30, Note],	4
Separate apartment for Religious Instruction in Model School [39],	5
" for Special Industrial Instruction [52 c.],	6
" Instrumental Music—instruction within School hours [XII.],	66
" recommended, when Religious Instruction at intermediate time to accommodate the children who withdraw [87 c.],	9
Service—10 years at least necessary for Modified Pension (22),	110
Service in Modified Grant Schools counts for Retiring Allowance [172 a.],	29
Sheriff: Teacher may act under—, as Polling Clerk or Presiding Officer at Booth [139, Note],	18
" Use of Schoolroom in Parliamentary Election by—, Teacher may count Pupils attendance (I. d.)	65
Sick Leave (Teachers)—Salary Regulations [144],	18
Sickness, Epidemic, &c., reducing School Attendance—Allowed for [167, 170 c.],	28, 29

	Page	Appendix.
<i>SITE for School for which Building Grant:</i>		
Board of Works to approve [14],	2	Rules and Regulations
Church, Chapel ground, &c., not preferred [15],	2	of Commissioners.
In rural parts, not closer than 3 miles to existing Vested School [13],	2	
" for Teacher's Residence for which Loan—not more than mile from School, [248, 2],	41	
" " (Vested School)—to be distinct from School ground already leased (14),	42	
Sixth Class: presentation of pupils twice (N.B.),	62	
Social grade, no ground for separation in School [30, Note]	4	
Sol Fa—Programme for pupils,	64	
" " Teacher's Certificate (V.),	54	
<i>SUBSTITUTE:</i>		
Employment for monitors never recognised [144 d],	19	
for Teacher at Training: in Local College (XXII. j.),	24	
" " in Marlborough-st. College [148 a],	21	
for Teacher invalided [144 b],	19	
never otherwise recognised [144 c],	19	
Examination—must satisfy Inspector as to competency [144 b],	19	
Substitute for Teacher at Training admissible to Examination for classification [153 a],	25	
Payment—no claim on Commissioners (except Model School Teacher's Substitute. See Note to R. 144 a.) [148 b],	21	
paid by Teacher [144 b., 148 b., 149 A. (XXII. j.)],	19, 21, 24	
Sunday School, a permissible use of National Schools [68],	7	
Supplemental Charter to Commissioners of National Education,	120	
Supplemental Local Income for Teacher [12 c.] [30 d.] [173],	2, 4, 30	
Supplemental Pensions and Retiring Gratiaities for Model School Teachers,	113	
Supplemental Regulations for Training College (XXII.),	24	
Symbol, denominational in the School-room—against rule during Secular Instruction time [72],	7	
" " on the exterior: Commissioners will not in future grant aid [72],	7	
" Political—at any time—against Rule, whether in School-room or affixed to exterior [73],	7	
Tablet "Religious Instruction" exhibited at time thereof [79],	8	
Tablets—Certain others required to be exhibited in School-room [145 L],	19	

Teacher:

(1) APPOINTMENT.	(6) SPECIFIC GRADES AND CLASSES OF TEACHERS.
(2) CLASSIFICATION.	(7) SUPERANNUATION.
(3) DISMISSAL.	TRAINING—see 'TRAINING.'
(4) EMOLUMENT.	
(5) OBSERVANCES, DUTIES AND GENERAL CONDUCT.	

(1) APPOINTMENT.

: Age and Health:

Age Regulations [140]	18
" " Evidence for Pension Office,	116
" " for those coming from other Educational Organizations [140 b],	18
" " for those re-joining after interval [140 d., e., 220 B.],	18, 36
Certificate of Health and Evidence of Age required [129],	17

Appendix A. Teacher—continued

Rules and
Regulations
of Commis-
sioners.

(1.) *APPOINTMENT—continued.*

	Page
: <i>Competency</i> —a condition for salary [130],	17
" must pass qualifying Examination if unclassified [151 a.],	25
" Needlework and Cutting-out essential for female Teacher [143],	18
: Conditions for appointment to operate from 1. 1. '89 (<i>note</i>),	25
: Date—appointment desirable to date from First of Quarter [163 c.],	27
: <i>Ineligible for appointment</i> :	
" Candidates with serious physical defect [129 b.],	17
" Clergymen ineligible [128],	17
" Female Teacher ineligible for Boys' School, unless it be Infants' School [34 c.],	4
" Male Teacher ineligible in Girls' School [34 d.],	4
: Manager and Teacher: Agreement [111],	13
Manager appoints and removes Teacher [99 b., 110],	12, 13
" enters into formal Agreement with [111, 113 b.],	13, 15
: <i>Re-appointment cases</i> :	
after Dismissal: Commissioners reserve right to determine sanction [136],	17
after Dismissal on Examination—ineligible for specified time [137, 151 c.],	17, 25
after Interval: Commissioners determine as to retention of class [138],	17
(<i>Teacher's appointment to Inspectorship: special regulations</i>),	49

(2.) *CLASSIFICATION.*

: <i>Provisional</i> —a requirement for every Candidate Teacher [151],	25
" " " " Temporary Assistant [170 A.],	29
Examination—Programme [151 d.],	25
Provisionally classed Teachers bound to come up to General Examination [152],	25
: <i>Teacher's Promotion in Classification</i> :	
At first Examination not higher than III. ² [154 a.],	26
but, specially deserving II. ² conditional [154 b.],	26
By regular gradation [157 a.],	26
CLASS PROMOTION—a timely notice to Inspector of desire [154 c.],	26
" Examination a necessary condition [154 d.],	26
" " unsatisfactory Teacher not admitted [154 f.],	26
" First Class:	
" Average Attendance, 35 required [164 a.],	28
" Diploma of Training required (exceptions) [157 c.],	26
" Queen's Scholar, promotion to [158],	26
" First of First—3 years' continuous efficiency [155], and Examination [154 d.],	26
" Programmes of Examination,	51
DIVISIONAL PROMOTION—on efficiency solely for II. ¹ and III. ¹ [154 c.],	26
" one year in each Division [154 b.],	26
The Assistants are eligible for, generally [161],	27
The First class Assistants—special rule [161 c.],	27
The Lay Assistants in Convent Schools, Junior Literary Assistants, Temporary Assistants, Substitutes (Training), are eligible for Classification, [153],	25
The Promotions date generally from 1st April [156],	26

Teacher—continued.

Appendix A.

Rules and
Regulations of
Commissioners.

(3) DISMISSAL, DEPRESSION, &c.		Page
: Dismissal by Commissioners:		17
If unfit or objectionable they require his removal [134],		17
If unqualified—Ditto—[130 b.],		13
: Dismissal by Manager [110 b.],		13
" " " summarily [111],		13
: Inefficient or unsatisfactory Teacher may be fined, depressed, or dismissed [135],		17
(4) EMOLUMENT.		
: (a) From Board for Day School:		
FIXED SALARIES:		
According to class—Scales [162],		27
Average Attendance at least 30 required as general rule [30 c., 165 a.],	4,	28
but, grant not reduced unless Average fall below 30 for two consecutive quarters [166],		28
Exceptional Depression due to Epidemics, &c.—reasonable time allowed for recovery of normal attendance [167],		28
First Class Salary—Average 35 at least required [164 a.],		28
" " " Dependent upon class of School [164 b.],		28
Island School Teachers—Exceptional provisions [172 c.],		31
Model School Teachers—See under 'MODEL SCHOOLS,'		
Modified Grants on Capitation:		
Awarded in certain cases to small schools [31, 172],	4,	30
Capitation rate of pay [172 b.],		31
Class Salary only when average is over 30 [172 c.],		31
Epidemic—payment on attendance of preceding quarter [172 d.],		31
Results Fees paid [172],		30
Occasional brief absence from reasonable cause does not entail loss of Salary [144 g.],		19
One month's Sick Leave paid for on Medical Certificate [144 a.],		18
One to Six Months' Sick Leave—Substitute to be paid by Teacher. (See 'Substitute') [144 b.],		19
Over six months' Sick Leave not sanctioned [144 c.],		19
Salary only from date of commencing duty [241 g.],		39
Salary payments: mode of [163],		27
RESULTS FEES—See 'RESULTS.'		
SERVICE SALARY AND GRATUITIES:		
Good Service Salary continued on Head and District Inspector's recommendation, but no new grants made [221],		37
Gratuities for instructing Monitors:		
Amounts [187 a.],		33
Conditions—Instruction in School-hours and at extra hours, &c. [179, 187 b.],	32,	33
Teacher's Residence: Grants and Loans—See 'Residence.'		
: (b) From Board for Evening School:		
10s. a month and Results Fees [198],		34
25 Average Attendance required [198 b.],		34
3 Evenings of week, 2 hours each [198 a.],		34
Day School Pupils not paid for (IX. b.),		66
Results Fees—See 'RESULTS.'		
Teacher's Annual Salary, under old arrangement, continued at Commissioners' pleasure [198 b.—Note],		34

*Appendix A. Teacher—continued.*Rules and
Regulations
of Commis-
sioners.

(4) EMOLUMENT—continued.

Page

: (c.) from Local Aid:

Local Aid to Teacher's Salary necessary [12 c., 30 d., 173],	2, 4, 31
: Pay outstanding to Deceased Teacher—Declaration by Next-of-kin, &c. [242],	39

(5) OBSERVANCES, DUTIES, AND GENERAL CONDUCT.

: A description of Qualities desirable in National Teachers [127],	16
: Commissioners do not correspond directly with Teachers [243],	39
: Complaint against Inspector—Procedure [244],	39
" " Manager— " [244],	39
" " Inspector and Manager— " [244],	39
: Duties under Factory Act,	97
: Female Teacher, if employed—Needlework an obligatory Subject [9],	1
: not to be member or officer of School Committee [102 d.],	13
: not to be owner of School-house, or liable for the rent [30 f.],	4
: not to charge a profit on Sale of Books and School Requisites [145 XII.] [224],	20, 37
: not to give Religious Instruction to Pupil of different religion [90 a., d.],	9
: not to keep or live in Public-House [132 b.],	17
: not to pursue occupation that interferes with teaching [132],	17
: not to take part in or attend Political Meetings [139, 145 III.],	18, 19
: not to take Vacation while School in operation [144 d.],	19
: not to use School Books which have not the Board's Sanction [91 d.],	11
: to attend half-an-hour before School begins [145 IV. f.],	19
: to avoid Political Meetings, fairs, &c. [145 III.],	19
: to be responsible for custody of Free Stock [222 c.],	37
: to inculcate Cleanliness, &c. [145 VII.],	20
: to notify to Inspector Extra Subjects [XIII. a.],	66
: to notify to Inspector intention to resign or close School [145 XIII.],	20
: to receive Visitors courteously [133],	17
: to refer Visitors, in certain cases, to Local Manager [124],	16
: to take no part in Elections except to vote, or, being employed by Sheriff, to act as Presiding Officer or Polling Clerk at Booth [139],	18
: XIV. Practical Rules for Teachers [145],	19

(6) SPECIFIC GRADES, AND VARIOUS KINDS of Teachers that may be employed in National Schools.

: An Enumeration (126),	16
: Assistant: Age (140),	18
: Classification—at least III. Class qualification required [160],	26
" Pensionary Status as III. Class (9),	100
" Promotion in, same as Principal [161]	27
" " " to I. st and II.—conditions [161 c.],	27
: Female desirable in Mixed School with Principal a Master [141],	18
" ineligible for Boys' School unless Infant Boys' School [34 c.],	4
: Male Assistant not appointed where Female Principal [34 c.]	4
: Results Fees, severally, half of Principal's [171 d.],	29
: Salaries [161 d.],	27
" in Model Schools [205, 206],	34

Teacher—continued.

(6) SPECIFIC GRADES, AND VARIOUS KINDS of Teachers
that may be employed in National Schools—*con.*

Appendix A.
Rules and
Regulations
of Commis-
sioners.

	Page
Assistant: School Attendance—at least 70 required [168],	29
" " —if insufficient, grant cancelled [170],	29
" " —Scale (XXII.),	38
" of Mixed Attendance, and Principal a Master —Female Assistant desirable [141],	18
: Assistants Lay, in Convent Schools—eligible for classification [153 a.],	25
: Assistants Temporary, condition of grants [170 A.],	29
" " eligible for classification [153 a.],	25
: Extern Teachers may earn Results Fees for Extra and Optional subjects and Needlework (XVII. c., d., e.),	67
: Industrial Teacher—Embroidery, Advanced Needlework, &c.	
Aid provided [52],	5
Amount of aid—how determined [54, 201],	6, 34
Conditions for grant [52, 54],	5, 6
Literary Instruction of pupils provided for [52 a.],	5
Religious Instruction, simultaneous with Industrial, against rule [52 b., 81],	6, 8
Separate room required [52 c., 201],	6, 34
: Junior Literary Assistant :	
admissible to Examination for classification [153 a.],	25
no new appointments made [153 b.],	25
rate of Salary [162 Note],	27
Results Fees payable [153 b., 162 Note],	25, 27
: Locum Tenens Teacher: may be employed for not more than three months [144 f.],	19
: no formal Agreement necessary [144 f.]	19
: Model School Teacher. (See 'MODEL SCHOOL.')	
: Paid Monitor. (See 'MONITOR.')	
: Principal. (See 'TEACHER' generally.)	
: Pupil Teacher:	
Appointment: Conditions, Age, &c.,	36
Boarding Allowance to (Extern) [212],	35
Boarding Grant to Head Master (Intern) [211],	35
Gratuities to [213, 214, 215] (IV.),	35, 87
Travelling Expenses allowed [215] (VI.),	35, 87
Training cost to be refunded by Pupil Teacher on entering Civil Service.	88
: Substitute:	
" Employment for Monitors never recognised [144 d.],	19
for Teacher at Training—in Local College (XXII. j.)	24
" " " " in Marlborough-st. College [148 a.],	21
for Teacher invalided [144 b.],	19
never otherwise recognised [144 c.],	19
" Examination—must satisfy Inspector as to competency [144 b.],	19
Substitute for Teacher at Training admissible to Examination for Classification [153 a.],	25
" Payment—no claim on Commissioners (except Model School Teacher's Substitute—Note 144 a.) [148 b.],	21
paid by Teacher [144 b., 148 b., 149 A. (XXII. j.)],	19, 21, 24

*Appendix A. Teacher—continued.*Rules and
Regulations
of Commis-
sioners.(6) SPECIFIC GRADES, AND VARIOUS KINDS of Teachers
that may be employed in National Schools—con.

	Page
: Workmistress :	
appointed only in Mixed Schools where no Female Teacher [142],	18
Average Attendance required for grant [142, 169],	18, 29
" " when insufficient—grant cancelled [170 a.],	29
Competency in Needlework and Cutting-Out [142 a.],	18
employed at least 2 hours on 5 days of the week [142 a.],	18
paid Salary and Results Fees [142 d.],	18
Rate of Salary [162],	27
Temporary Workmistress: grant and conditions [170 A.],	29

(7) SUPERANNUATION.

: Pension :

General Provisions :

Abstract of principal provisions of Act 42 & 43 Vic., c. 74 [220 A.],	36
Extracts from it,	99
Payments Quarterly in arrear [24],	110
Revised Rules of December, 1885,	99
Standard numbers in Class Establishment (10),	101
Treasury decision final in disputed cases (Section 6),	99

Personal Incidents :

Age Qualification, on appointment or re-appoint-ment, for joining the Pension Scheme (2),	99
Classification of Teachers for Pension purposes,	100
" " Assistant Teacher (III. Class) (2),	100
Definition of Service for Pension,	101
10 years' Service at least before Voluntary Retirement on (Modified) Pension (22),	110
Teachers in the obsolete Classes (VIII),	112
Teachers promoted may decline Pension Scheme obligation of higher class (11),	101
" " such rejection final (11),	101

Premiums payable into Pension Fund :

Collection of, from Teacher by deduction (14),	102
Deduction, when no Salary payable, provided for (14),	102
Scales—Class A, Class B,	103, 104
Teacher rejoining after interval [220 B.],	36, 99
The Repayment of, in certain events,	111

<i>Scales of Pension</i> —Class A,	106
Class B,	110
Disability cases at earlier age,	110
Supplementary Pension and Supplementary Premium for <i>Model School Teachers</i> (IX.),	113

: Retiring Gratuity :

Awards under the old System :

Conditions [219 a.],	35
Rate according to service [219 b.],	35
Treasury Sanction required [220 a.],	35

*Appendix A. Training—continued.*Rules and
Regulations
of Commis-
sioners.

" COLLEGES—con.

Non-Vested :

	Page
Conditions of Aid [149 A.]	
Accommodation for 50 students at least (XXII a.)	24
Class Rooms, Dormitories, Refectory, &c. (XXII a.)	24
Commissioners' approval of Premises, Manage- ment, and Staff [149 A. II.]	21
Inspection by Head Inspector (d.)	24
Inspection of accounts by Financial Assistant Secretary (c.)	24
Manager, a Clergyman or other person of approved social position (b.)	24
Practising National School an integral part [146 a.]	20
" " " on the premises or with- in convenient distance [146 a.]	20
" " Vocal Music and Drawing obligatory (l.)	25
Loans for establishing, for improving, for acquiring Educational Farm [250],	43 to 46
Maintenance Grants in aid—detailed Regulations, Con- ditions, Limitations (XIII to XVII.),	22, 23

QUEEN'S SCHOLARS.

Admission to College :

Certificate of Age (XXI a.)	23
" " Health (147 a.) (V.)	21, 22
Declaration of <i>bona fides</i> (V. b.)	22
Examination for admission each July (XIX.)	23
III. Class Programme the extent of Examination (XX.)	23
Heads of College select and admit to Examination (III.)	22
List of Candidates to be furnished by 1st of May (h.)	24
Paid Monitors on satisfactory completion of term eli- gible without examination (XXI b.) [192],	24, 34
Teachers already classed but untrained—ditto (III. b.)	22
Terms of admission determined by authorities of each College (VI.)	22

Course of Training :

a One Year Course, and a Two Years' Course [149],	21
Examination at close of each training year—III and II. class papers [149 a, d.] (X.) (f, g.)	21, 22, 24
Promotion to I. class open to II. ¹ or II. ² students, and I. ² open to I. ¹ students [158],	26
Session opens first Monday after 10th September (i.)	24

Diploma :

Probationary service after Training, 2 years [149 a.]	21
Refused on Student's breach of engagement with College (VII.)	22
Ineligibility for employment as National Teacher over time contracted for with College (h.)	24
Substitute in School for Teacher in Training—a condition of continuance of Salary [148] (j.)	21, 24
" " " " may be ad- mitted to Examination for classification [153 g.]	25
Transfer of Monitors—Exceptional. Sanction required [181 b.]	32
Transfer of School-house already in use to Commissioners as Vested School—not accepted [20 b.]	3
Transfer of School to a place of Worship not sanctioned [c6],	7
Travelling Allowances: Unclassed Teachers and Monitors—to Exami- nation Centre (XII.)	58
" Expenses allowed to Pupil-Teachers [215 b.]	35

	Page	Appendix.
Treasury Sanction to Retiring Gratuity [220 a.] (25), . . .	35,	110
Trigonometry: Programme for pupils, . . .	73	Rules and Regulations
Trustees— <i>are</i> Patrons, if School Vested in Trustees [103], . . .	13	of Commissioners.
" are to appoint a Manager [109], . . .	3	
" bound to keep School, &c., in repair [27 a.], . . .	127	
" Form of Lease to (Vested School), . . .	130	
" Form of the Deed appointing New Trustee, . . .		
<i>(See Vested School).</i>		
Unclassified Teachers—must pass qualifying examination [151 a.], . . .	25	
" required to attend Annual Examinations for Classification [152 a.], . . .	25	
Unions, Contributory and Non-Contributory—Results Fees, . . .	90	
Use of School-houses: <i>Non-Vested</i> —Commissioners do not, in general, exercise control save during School hours [64], . . .	6	
" : <i>Non-Vested or Vested</i> —Political or Contentious uses forbidden [64, 69], . . .	7	
" : <i>Vested</i> —Exclusively for education [68], . . .	7	
" Sunday School permitted [68], . . .	19	
Vacation (Teacher)—Disallowed during operation of School [144 b.], . . .	15	
Vacations (School): Duration of [112 a.], . . .	83	
" Extended while Teacher in Agricultural Training Institution, . . .	15	
" To be noted on Time-Table [112 a.], . . .		
Vested School:		
<i>Building Grants and Lease:</i>		
Amount dependent on Accommodation required [22], . . .	3	
Commissioners determine Accommodation required [22], . . .	3	
House already in use as National School may not be vested in Commissioners [20 b.], . . .	3	
Inspector's Report, Board of Works Report, and Law Adviser's Opinion (Lease) requisite [21], . . .	3	
LEASE for purposes of National Education to Trustees or to the Commissioners [12 c.], . . .	2	
: not less than 61 years, or 3 lives and 31 years concurrent [18], . . .	3	
: prepared in Education Office [19], . . .	3	
: to be executed before case remitted to Board of Works [20], . . .	3	
Local Contribution of One-Third cost requisite [12 d.], . . .	2	
Necessity for the School to be demonstrated [12], . . .	3	
No Grant for Ornamenting [25], . . .	3	
Plan and Specifications—Instructions for, furnished by Board of Works [24], . . .	3	
Rent must be only nominal [16], . . .	2	
Repayment of Grants and removal from List of Vested Schools [17 b.], . . .	3	
Revocation of Trust, . . .	130	
Scale of Grants, [17] [23], . . .	2, 3	
SITE, if possible, should not be connected with Place of Worship [15], . . .	2	
: in rural districts, must not be within 3 miles of existing Vested School [13], . . .	2	
: must be approved by Board of Works, &c. [14], . . .	2	
: Should be eligible [12], . . .	2	
Special Grants for less than 60, or over 400 [23], . . .	3	
Structural changes and Improvements: Grants [27 b.], . . .	3	
Title 'National School' to be inscribed on Stone [70], . . .	7	
<i>Religious Instruction in Vested Schools:</i>		
Pastors approved by parents shall have access [83] [85], . . .	8, 9	
Pupils' parents may require of Patron that opportunity be afforded at Religious Instruction time for Reading the Scriptures [85 b.], . . .	8	

APPENDIX B.

Comparative Table, showing from 1880 to 1887 (inclusive)—(a) the Population, (b) the Accommodation provided for Pupils, (c) the Number of Schools Inspected, (d) the Attendance, (e) the Numbers present at Inspection, (f) the Proficiency in Reading, Writing, and Arithmetic of the Pupils in each Class, and (g) the Number of Certificated Teachers, of Monitors, and of Pupil-Teachers.

Year.	Population.		Accommodation.		No. of Schools Inspected.	Attendance.				
	Total Population.	Population of School Age, 5 to 14, (a). Estimated.	School accommodation required. (b).	School accommodation provided. (c).		Number of Scholars on the books within the last fourteen days of Session Year.				
						Total.	Males.	Females.	Under 16 years.	16 years & over 20.
1880	5,827,060	1,003,257	—	648,949	7,438	671,877	322,508	329,871	409,042	270,834
1881	5,167,165	1,003,257	—	650,902	7,501	674,290	334,041	340,249	226,706	275,586
1882	5,174,656	1,003,257	—	670,179	7,594	678,970	335,128	343,882	404,445	274,535
1883	5,174,656	999,637	—	671,109	7,618	646,118	329,223	337,896	294,208	263,507
1884	5,174,656	999,637	—	678,054	7,714	696,130	342,078	343,183	410,590	283,834
1885	5,174,656	999,637	—	729,321	7,805	712,532	331,195	361,317	413,586	292,228
1886	5,174,656	999,637	—	729,326	7,884	708,588	348,071	357,514	404,828	300,760
1887	5,174,656	999,637	—	724,281	8,028	715,740	352,227	363,503	409,910	303,832

Year.	Attendance.			Number present at Inspection (d).				Proficiency of Children 7 years of age and above.				
	Average attendance for Session Year.							Percentage of proficiency.				
	Total.	Males.	Females.	Total.	Males.	Females.	Under 7 years.	CLASS I.				
No. examined.								Read- ing.	Writ- ing.	Arith- metics.		
1880	444,039	220,399	223,640	461,874	227,000	234,874	81,001	379,873	81,426	81% ³	81% ³	82% ³
1881	468,273	227,900	240,373	478,221	235,443	242,778	83,493	384,735	84,283	82% ³	82% ³	83% ³
1882	470,138	235,689	234,449	407,594	243,434	254,160	97,031	400,563	85,757	83% ³	84% ³	85% ³
1883	468,229	238,031	230,208	485,999	237,737	248,262	92,944	393,055	85,705	83% ³	84% ³	84% ³
1884	475,488	234,378	241,110	522,508	255,051	266,357	92,062	432,446	95,785	84% ³	84% ³	84% ³
1885	497,388	246,828	250,560	556,992	272,992	284,000	105,094	451,900	106,200	84% ³	84% ³	84% ³
1886	491,594	244,687	246,907	548,227	288,542	279,685	102,188	446,039	94,828	83% ³	84% ³	84% ³
1887	497,923	243,477	254,446	587,658	272,808	294,850	100,822	481,768	92,821	82% ³	83% ³	83% ³

Proficiency of Children 7 years of age and above.

Year.	Percentage of passes in											
	CLASS II.				CLASS III.				CLASS IV.			
	No. examined.	Read- ing.	Writ- ing.	Arith- metics.	No. examined.	Read- ing.	Writ- ing.	Arith- metics.	No. examined.	Read- ing.	Writ- ing.	Arith- metics.
1880	76,812	89% ³	92% ³	84% ³	87,387	90% ³	90% ³	78% ³	53,678	91% ³	93% ³	79% ³
1881	76,693	90% ³	94% ³	86% ³	86,387	91% ³	91% ³	77% ³	53,398	92% ³	93% ³	79% ³
1882	82,018	91% ³	95% ³	87% ³	89,177	91% ³	90% ³	78% ³	51,992	92% ³	95% ³	79% ³
1883	81,083	91% ³	93% ³	87% ³	85,434	92% ³	90% ³	80% ³	51,230	92% ³	95% ³	79% ³
1884	87,457	91% ³	94% ³	88% ³	78,073	92% ³	91% ³	81% ³	58,384	92% ³	95% ³	79% ³
1885	93,961	92% ³	95% ³	89% ³	80,482	92% ³	91% ³	82% ³	63,880	92% ³	95% ³	79% ³
1886	90,007	92% ³	95% ³	88% ³	81,610	92% ³	91% ³	82% ³	64,820	92% ³	95% ³	79% ³
1887	91,946	92% ³	95% ³	87% ³	84,608	92% ³	91% ³	82% ³	65,606	92% ³	95% ³	79% ³

Year.	CLASS V.				CLASS VI.				TOTAL.			
	No. examined.	Read- ing.	Writ- ing.	Arith- metics.	No. examined.	Read- ing.	Writ- ing.	Arith- metics.	No. examined.	Read- ing.	Writ- ing.	Arith- metics.
1880	55,896	94% ³	96% ³	86% ³	21,792	93% ³	96% ³	83% ³	358,063	91% ³	93% ³	74% ³
1881	55,653	95% ³	98% ³	87% ³	22,907	93% ³	96% ³	84% ³	366,817	91% ³	93% ³	75% ³
1882	60,184	95% ³	98% ³	88% ³	22,842	94% ³	97% ³	85% ³	376,070	92% ³	94% ³	76% ³
1883	58,438	95% ³	96% ³	88% ³	22,845	93% ³	97% ³	84% ³	368,568	92% ³	95% ³	76% ³
1884	58,526	95% ³	96% ³	88% ³	24,510	94% ³	96% ³	71% ³	390,587	93% ³	95% ³	76% ³
1885	65,593	96% ³	96% ³	89% ³	28,172	95% ³	97% ³	74% ³	434,262	93% ³	95% ³	80% ³
1886	70,482	97% ³	97% ³	91% ³	26,522	95% ³	97% ³	78% ³	436,390	93% ³	96% ³	81% ³
1887	71,144	96% ³	96% ³	90% ³	22,367	94% ³	97% ³	79% ³	442,962	93% ³	96% ³	81% ³

(a). These are not regarded as the limits of school-going age in Ireland. (b). There is no rule requiring a certain number of seats for pupils in Ireland. (c). This column gives the extent of school accommodation actually provided for children, allowing eight square feet for each pupil. (d). The difference between the number present at inspection and the number examined in first or higher classes is composed of (a) those pupils who although present at the month inspection, were ineligible for examination and (b) of those pupils examined as infants.

COMPARATIVE TABLE, &c.—continued.

Year.	Classed Teachers &c., Certified.						Paid Teachers or Masters.		
	Principals.			Assistants.					
	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.
1880.	7,429	4,321	2,894	2,245	761	2,484	6,427	2,522	2,024
1881.	7,437	4,432	3,005	2,184	790	2,394	6,480	2,523	2,027
1882.	7,497	4,453	3,045	2,225	714	2,321	6,589	2,545	2,124
1883.	7,571	4,519	3,051	2,000	722	2,278	6,442	2,553	2,089
1884.	7,620	4,621	3,079	2,063	760	2,303	7,017	2,612	2,145
1885.	7,732	4,624	3,108	2,127	826	2,301	7,049	2,622	2,150
1886.	7,845	4,680	3,215	2,181	831	2,350	7,116	2,625	2,225
1887.	7,940	4,673	3,275	2,309	867	2,442	6,328	2,220	2,108

Appendix C.

APPENDIX C.

List of
Inspectors
of National
Schools.INSPECTORS OF IRISH NATIONAL SCHOOLS.
NATIONAL SCHOOL DISTRICTS AND INSPECTORS IN CHARGE, 1ST JAN., 1888.
HEAD INSPECTORS.

Name.	Post Town.	Districts in Charge.
Patterson, James.	Dublin.	36, 40, 41, 44, 46, 47, 49, 50, 51, 53.
Molloy, John.	Dublin.	19, 25, 28, 29, 30, 33, 37, and three Training Colleges.
MacSheehy, Brian, LL.D.	Cork.	39, 40, 52, 54, 55, 56, 57, 58, 60, 61.
M'Callum, J., A.M.	Belfast.	4, 8, 9, 10, 11, 16, 17, 18, 23, 24.
Seymour, M. S., A.M.	Londonderry.	1, 2, 3, 5, 6, 7, 13, 14, 15, 31.
Newell, Wm. O'B., A.M., C.M.	Athlone.	12, 20, 21, 22, 26, 27, 32, 34, 35, 42, 45.

DISTRICT INSPECTORS.

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
1	Letterkenny.	MacNamara, J. C., D.A.	30	Dublin, North.	Sullivan, M., LL.D.
2	Londonderry.	Hamilton, Alex., A.M.	31	Ballinamore.	Warner, J. M'K., A.B.
3	Coleraine.	Shannon, P.	32	Tam, .	Lehane, D., D.A. (pro tem.)
4	Ballymena.	Starr, S.	33	Mullingar.	Nicholls, William.
5	Donagh.	M'Clintock, W. J., M.A.	34	Galway.	Downing, E.
6	Strahane.	Cox, Henry.	35	Ballinastock.	Barratt, J., A.B.
7	Magherafelt.	Alexander, Thos. J., D.A.	36	Pancostown.	Allman, S. (pro tem.)
8	Castledawson.		37	Dublin, No. 3.	Purser, A.
9	(pro tem.)		38	Listowel.	Bateman, Godfrey, A.B.
10	Belfast, North.	Moran, John, LL.D.	39	Dublin, S.	Browne, John.
11	Carrickfergus.	Brown, James.	40	Portlannington.	O'Hara, T., A.M.
12	Belfast, South.	Gordon, John, A.M.	41	Gart.	O'Donoghue, J. J., A.M. (pro tem.)
13	Newtownards.	Sheffington, J. B.	42		MacDonnell, J.
14	Lurgan.	Dugan, C. W., A.M.	43	Athy.	Maloney, P. T.
15	Sligo.	Roantree, D. J.	44	Ennis.	Dalton, J. P., A.M.
16	Enniskillen.	Hynes, J. J., A.M.	45	Tippinny.	Keenan, M., A.B.
17	Omagh.	Browne, W. J., M.A.	46	Kilkenney.	Connolly, W. B. P., D.A.
18	Dungannon.	Devar, E. P., M.A.	47	Youghal.	Stronge, S. E., A.M.
19	Armagh.	Rodgers, J. W., A.M.	48		MacMillan, W.
20	Dowpatrick.	Healy, William.	49	Waterford.	M'Neill, John, D.A. (pro tem.)
21	Monaghan.	Hendon, W. P., A.B.	50	Rushcorthy.	Longman, J. M.
22	Newry.	MacCreaner, K.	51	Cleamul.	Smith, C.
23	Ballina.	O'Connell, J. A., M.A.	52	Trillick.	Steele, J., LL.D.
24	Ballaghaderreen.	Chambers, J., D.A. (pro tem.)	53	Millstreet.	Ross, James, M.A.
25	Boyle.	Cowley, A. S., B.A.	54	Mallow.	Brown, W. A., A.B.
26	Cavan.	Hardley, F.	55	Kilbarney.	Hogan, Jas. F.
27	Ballinaborough.	Worsley, H., M.A.	56	Bantry.	Beatty, H. M., M.A., LL.D.
28	Drogheda.	Adair, S., A.M.	57		Pedlow, Wm., A.B.
29	Westport.	Mullally, M., A.M.	58	Dunmawway.	Bole, William, A.M.
30	Reconman.	M'Elwaine, A. J., M.A.	59	Cork.	Connellan, P.
31	Loughford.	Donovan, H. A., A.M.	60		
32	Frim.	Molony, M.	61		

AGRICULTURAL SUPERINTENDENT,
Thomas Carroll, Esq.

Appendix G.

List of
Inspectors
of National
Schools.Inspectors to whom districts
are not yet assigned.

Chambers, J., R.A.
Murphy, J. J.
Lohane, D., R.A.
Craig, Isaac, R.A.
Allison, S.
McNeill, John, R.A.
Morgan, A. P., R.A.
Cramble, E. S., R.A.

Inspectors' Assistants.

Robertson, William.
Clements, William T.
O'Sullivan, Michael.
Bartley, William, A.M.
Bartley, Charles.
Smith, John.
McGlade, Patrick.
Martin, Thomas.
Stokes, I. J.
Hanson, P. J.

APPENDIX D.

GENERAL REPORTS on the STATE of the SCHOOLS for the
year 1887.

Appendix D.

Reports on
State of
Schools.

The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

Mr. SEYMOUR, A.M.

Londonderry, February, 1888.

Head
Inspector
Seymour.
Londonderry.

GENTLEMEN,—I beg to submit for the information of the Commissioners, the following general report on the condition of education in my group of districts, during the two years ended 31st December, 1887.

The Derry or north-western National School Circuit, to which I was removed from Galway exactly two years ago, comprises within its area the counties of Donegal, Derry, Tyrone, and Fermanagh; with portions of Antrim, Armagh, Cavan, and Leitrim. This includes about two-thirds of the province of Ulster, together with a small portion of Connaught, and exhibits every variety of soil and surface that characterises the north of Ireland.

The Circuit.

In the west of Donegal, and in portions of Fermanagh, Cavan, and Leitrim, the surface is mountainous, and the soil as light and unproductive as in the more remote districts of Connaught; while further east, the superior quality of the land, improved style of cultivation, and numerous indications of manufacturing industry remind the traveller that his way lies through the most prosperous and wealthy of the Irish provinces.

The schoolhouses throughout this wide extent of country are very numerous, and those of them that are non-vested are, as a rule, superior in style and comfort to the houses of a similar class elsewhere. In the county of Derry, the London Companies have built and endowed a large number of schools. In parts of Antrim and elsewhere, the school accommodation is sometimes in excess of the wants of the school-going population; the houses being numerous, and the attendance in most cases small. This has arisen largely from the desire of the clergy of all denominations to secure grants for schools under their own management, conducted by teachers, and frequented by pupils chiefly of their own religious persuasion. Of course the schools are open to all comers,

School
Accommodation.

Appendix D.
Reports on
State of
Schools.

Head
Inspector
Seymour.
London-
derry.

Sometimes
inadequate.

Teachers'
residences.

Local en-
dowments.

School fees.

General
efficiency—
Ordinary
Schools.

and some mixture of creeds among the pupils is generally found; but at the same time I find that the *tendency* in the north, as elsewhere, is to have the schools denominational.

Instances of very inadequate accommodation are not wanting, especially in the poorer regions of Donegal, Tyrone, and Cavan. I find from a return furnished to me by the District Inspectors, that there are in the whole circuit as many as 121 schools conducted in houses of a very bad or unsuitable kind, giving an average of twelve such schools per district. This shows that something yet remains to be done even in this part of the country to make the accommodation afforded in State-supported schools what it ought to be.

In the matter of teachers' residences, the provision made is not nearly so good as it is desirable it should be, yet it is much better than was the case in the Connaught circuit. There are altogether 263 teachers' residences in the circuit, of which 42 were built with State aid, and 221 are given free by the patrons. This gives an average of only 26 teachers' residences in connexion with the schools, per district; a small number, no doubt, but it should be borne in mind that the teachers, especially when unmarried, prefer as a rule to reside in the nearest town or village, though they may have to walk every day a considerable distance to and from their schools; hence it would be useless in many cases to build schoolhouses for them.

In the matter of local endowments the schools in this part of the country are much better off than in the south or west. There are, including the four London Companies, and the Irish Society, upwards of 180 patrons of schools in the ten districts, who distributed last year between them, sums amounting in the aggregate to considerably over £4,000. Fully one-half of this sum fell to the schools in the county of Derry, where the Irish Society and the London Companies contribute very liberally to the teachers on their estates. Among the other patrons contributing to the support of the schools, may be mentioned—in Donegal, Stewart of Ards, and the trustees of Robertson's endowment; in Derry, Sir Hervey Bruce, Sir F. Heygate; in Tyrone, the Duke of Abercorn, Lord Castlestuart, Col. Burgess; in Fermanagh, the Marquis of Ely, the Earl of Erne, H. de F. Montgomery, esq., &c.

As regards *school fees*, the returns are rather disappointing, and do not show by any means a satisfactory amount of receipts from this very natural and legitimate source of income to the teacher. In fact the school fees seem to be much worse paid in the northern districts than in other parts of the country. This is partly owing, no doubt, to the fact that in districts where the patrons of the schools contribute liberally, the teachers do not press for school fees. It may also be traced, in part, to the undue competition between teachers where the schools are very numerous. In any case the result is to be regretted. There is no good reason why the liberality of certain patrons should exonerate the parents of pupils who can afford it, from contributing their proper share towards the teacher's support; while on the other hand, it is a well-known fact, that those children for whom reasonable school fees are paid, are always more regular in their attendance, and more attentive to their studies, in school and out of it, than those who are admitted for little or nothing.

On the question of the general efficiency of the ordinary National schools in the North, I must confess at the outset to a good deal of disappointment. I had expected that a superior class of teachers and improved methods of instruction would largely prevail throughout Ulster; that most of the teachers would have been trained, and that the result of this would be

shown in a generally superior style and quality of work. This is, however, far from being the case. The experience of the past two years has not enabled me to discover any marked or general superiority in method or organization in the schools of this circuit. Judging from the returns obtained in connexion with the Carlisle and Blake competition, the number of ordinary schools of a very high class is less here than in the Connaught circuit, while the number distinguished for inferior organization and results is, I believe, fully as great.

From a return of nearly 1,500 schools for the ten Districts of the circuit, I find that the District Inspectors consider about forty per cent. of them to be in a state of satisfactory efficiency; the condition of forty-four per cent. is described as middling, and that of the remaining sixteen per cent. as inefficient. Considering that young Inspectors are liable to set up a pretty high standard of efficiency, I should think it probable that many of the schools returned under the second head might be regarded as fairly conducted under circumstances of situation, &c., for which large allowances must be made; this would raise the number of well or fairly conducted schools to over fifty per cent. of the whole, while in the rest a scrutiny of the Examination Rolls would doubtless show that the great majority of them can exhibit a good deal of useful work done during the results period. It must not be left out of sight that the requirements of the school programme are very high, and that we have not as yet a sufficient number of teachers whose training would enable them to grapple successfully with it.

Organization.—The value of a strictly arranged table of times and subjects in a school is not yet sufficiently appreciated by the majority of teachers. Those who have not been trained usually prefer a Time Table which is not too definite in form, and which admits of much freedom of choice as regards the work to be assigned to any particular hour of the day.

Though this may appear to be an easier course than that of having a strict allocation of time for each class and subject, it is injurious in two ways; for besides giving to the school a less orderly appearance from irregularity in sequence and duration of lessons, and so far impairing discipline, a constant change in the time, place, and manner of giving instruction in any particular branch is sure to militate against the attainment of due proficiency in it. The proper course evidently is (1) to have a uniform time and place for each lesson every day, and (2) to observe a certain well considered plan or method of giving instruction in that particular lesson. The education given in this way may be compared to a solid piece of masonry built in regular courses, and not too rapidly, but with time for the work to settle and consolidate; the result will be effective and enduring. The instruction on the other hand which is conveyed in a rough and ready fashion, at irregular intervals, and in a variable and unsettled way, may be likened to a wall put together in haste, and of mixed and unsuitable materials, which may indeed by a little external plastering be made to look well enough to the eye, but which the first test of severe weather will cause to crumble into fragments. I am glad to say that a good deal of attention has been given during the period to which this report relates, to the construction for use in the schools of intelligible and workable Time Tables; some of the District Inspectors having given much consideration to this point. I wish to explain, however, that I should be totally against forcing any particular form of Time Table on a teacher, where he is himself duly qualified to draw up one; and where he is able to explain, justify, and properly carry out the one actually in use. Should it happen, however,

Appendix D.
Reports on
State of
Schools.
Head
Inspector
Seymour.
London-
derry.

Appendix D.
Reports on
State of
Schools.

Head
Inspector
Seymour,
London-
derry.

as it too often does, that a teacher can neither explain nor carry out with any approach to success the arrangements which he has set down on paper for the working of the school, it is then not only legitimate, but necessary for the Inspector to interfere, and to suggest or prescribe some definite scheme of regular business. The mode in which any particular lesson should be taught is further a point on which the teacher who wants to do his duty effectively is bound to have clear and well defined ideas, and a regularly cut out and approved practical plan, which he could readily explain and illustrate if required. I fear this is a matter on which, as on the proper construction of Time Tables, it will be found that far too little consideration is bestowed at present. In my experience, I can recall an example of a teacher, and his school was situated on the wild sea coast of Galway, whose numerous, copious, and well arranged notes of lessons, showed that he was conscientiously alive to the obligation, imposed on every teacher, of carefully preparing beforehand for the work to be done in his school.

Schools under female teachers.—The number of schools attended by boys and girls which are conducted by female teachers is in this circuit unusually large. In the Coleraine District alone there are 53 such schools, and the total number of them in the circuit reaches 348. In upwards of one-third of these, boys are to be found in attendance up to the second stage of fifth class, or even higher; but in the majority, the attendance consists chiefly of female pupils. That some of these schools are well conducted is sufficiently evinced by the fact that one of the best schools examined by me during the past year for the Carlisle and Blake premium, was one of this class. As a rule, however, in such schools a master as principal is to be preferred; and the number of women holding that position is probably to be accounted for by the greater facilities for the employment of young men at other occupations in the North, as compared with the rest of Ireland; also to some extent no doubt it arises from the great number of very small schools, which masters are not so ready to accept or to retain permanently as mistresses.

School Accounts.—I believe I am safe in saying that the accounts are kept with fair regularity and accuracy as far as regards the attendance of pupils. Only in a few cases had I occasion to notice and report any serious exceptions to the rule. There is, however, a want of completeness in some of the records which I had not noticed in my former circuit. The chief of these is the very general ignoring of the transfer or left hand column headed (c) in the Roll Book. On my first round of inspection I discovered that it was the practice to leave this column blank, not transferring to it the absences of the pupils in the previous quarter. As a consequence of this, I found in numerous cases, that pupils had been left on the rolls for some time after they were due to be struck off. Again, the record of school fees for the results period was very often incomplete, both in the Rolls and Report Book. In both these respects more regularity has been enforced of late.

The abolition of the *Summary Roll* has rendered the task of checking the results returns much more troublesome to the Inspectors, while it has not relieved the teacher appreciably, who has still to make out similar statistics though not in so convenient a form, in the Roll Book. At the same time a most valuable check on the accuracy of the returns, and one available for this purpose, at any visit of an inspector, has been withdrawn. Its restoration would, I believe, be welcomed as a boon by all the Inspectors and by most of the teachers.

The matter of the exclusion of incomplete attendances is not in a very

satisfactory position at present. Unless an Inspector calls at a school between two and three p.m., which he can do but seldom, there is really no means of checking the accuracy of the record in this respect. A few days ago I called at a school at 2.30 p.m., and on calling over the rolls found that four pupils had been marked present who were not in the school. The teacher said that they had gone without his knowledge, therefore there was no record of their names in the absence book, and had I not happened to call, it is evident that their attendances (supposing that they had attended at all) would have been reckoned. The want of a regular book in which to record incomplete attendances, is one which has been long felt, and which I should be glad to see supplied. It might be about the size of the Religious Instruction Certificate Book, or even something smaller, ruled with columns to show the name, class, date, and hour of leaving of the pupils.

Reading.—I have found the reading in the northern schools somewhat less fluent, and hardly in general, as distinct, as I had been accustomed to find it in the schools of the south and west. The short nipping pronunciation, and the peculiar sounds given to the vowels *o*, *i*, and *u*; throughout the greater part of Ulster appeared strange to me at first; but the ear rapidly becomes accustomed to this, and the local peculiarities of accent count for little in estimating the value of the reading. On the whole, as far as correct pronunciation and moderate fluency go, scarcely any pupils in the well-conducted schools, and very few even in the middling ones, fail in this subject. In knowledge of the meanings of words, the junior classes to the third, inclusive, are also found to be fairly prepared; but in the senior classes, especially in the fifth and sixth, there is, as a rule, great difficulty experienced by the pupils in giving even a tolerably correct explanation of the ordinary words and phrases of the lesson read, while on the subject matter of the lessons the answering is still worse. I believe in point of fact that the pupils often know more about both than can readily be elicited from them, but owing to the fact that explanation is very seldom taught as it should always be, as a separate lesson, the pupils, partly from a want of facility in expressing themselves, hesitate to give an answer, where they may have really a tolerably correct idea of the meaning of the word or phrase, or some knowledge of the subject referred to in the question.

Writing.—This branch is not cultivated in the northern schools to the extent that the high commercial value of the subject would lead one to expect. In a large number of schools I have found it to be carelessly taught. This was evidenced by the absence of proper system shown in teaching the younger children to write on slates. The slates were often not suitably ruled, and the model lines on the black board not traced with due regard to symmetry and proportion. There is a very visible improvement in this matter for the past year. In the senior classes the style of writing varies very much from one school to another, owing to the different engraved headline copy-books in use. Thom's No. 9 is a favourite finishing hand, and boys acquire it with facility. Indeed, as far as boys' schools are concerned, there is ample scope for choice from the various sets of headline copy-books now on the Board's list, which are all good of their kind. I entertain a strong opinion, however, that for girls' schools a new series of headline copy-books of quite a different style and character is desirable. Notwithstanding all the wit, and some abuse, lavished on the angular style of writing, it is certain that specimens of that style existed, and still may be found, which are deficient in no one quality in which good writing consists—viz., legibility, neatness, and symmetry; while it had the separate and distinct advantage

Agencies D.
Reports on
State of
Schools
Head
Inspector
Seymour.
London-
derry.

General
proficiency
—Ordinary
branches.

Appendix D.
Reports on
State of
Schools.

Head
Inspector
Seigneur.
London-
derry.

of being of a peculiar character, different from that employed by men. I have not the least doubt that if a graduated series of this kind of writing, framed on the best attainable models, were skilfully prepared and carefully finished and brought out, they would be readily availed of by many of the female teachers in the country, to whom the present system of round writing is distasteful.

Arithmetic.—The new series of test cards had not long been in use when I began to examine schools in this circuit; and as this series was of a simpler character than those which preceded it, I could not fairly compare the results attained at my examinations here with those found at former examinations in other localities. It may be said, however, that the questions on those new cards are regarded as quite sufficiently difficult for the classes for which they are intended; and when it is stated that at my examinations for results or for check purposes, I always found the proficiency in this subject up to the standard, it may be concluded that this branch, which everywhere commands the greatest amount of attention in proportion to its value, is well taught in the schools of the northern counties. Much might be done to improve the knowledge of notation of decimals in the higher classes, and to make the pupils quicker at adding money columns, and at answering questions on the application of the arithmetical tables and in ordinary mental exercises.

Spelling.—This subject does not call for much remark. I have found the junior classes very fairly prepared in oral spelling throughout this circuit. The intermediate classes (third and fourth), spell an ordinary sentence chosen from their respective books, fairly from dictation. The senior classes (fifth and sixth), especially the latter, make rather more mistakes than I have noticed elsewhere, in the dictation exercises; but the pupils of those classes attend hardly so regularly in the North as in the other provinces.

Grammar.—The pupils of third class can recognise the noun, adjective, and verb, in a sentence pretty readily; they puzzle rather over the pronoun and adverb, especially in the matter of giving a reason for their answers. In the fourth class, the inflection of the several parts of speech, on which the pass mainly depends, are not on the whole well learnt. In the senior classes the programme as regards parsing sentences seems to be fairly complied with; but there is considerable danger of this exercise degenerating into mere rote work, unless care is taken to explain fully the relations and dependence of words. That this is so, appears from the very gross blunders sometimes found in a piece of written parsing, side by side with what seemed to be very full and correct work.

Geography.—This is the subject in which the largest number of failures generally occur at the results examinations; which is surprising, if we consider the essentially interesting and so to speak pictorial character of the subject. The failures in geography arise wholly from want of intelligence in the method of instruction pursued. Sufficient pains is not taken in the first instance to impress on the children's minds the essential nature of a map, viz., that it is a picture representing on a small scale, and of course but very imperfectly, such natural features as they can see around them. Next, they do not learn thoroughly to distinguish the cardinal points, and the notion of relative position of places. Again, the idea of the comparative size of places of the same geographical designation, though so easily illustrated on a map, is not properly brought out. The absurd error so often noticed, of a child pointing on the map to the name of a place, instead of to the place itself, speaks volumes for

the inaccuracy of the instruction given. The senior pupils are generally very backward in statistical information. This subject is, however, making progress, and I have occasionally found striking proof of how easy and interesting it can be made, even to very young children, when handled by a skilful and intelligent teacher.

Agriculture.—The pupils presented in this subject to me have shown as a rule, a fair knowledge of the portions of the text-book prescribed. The anxiety to earn the high fee attached to a pass in this branch has led to its being taught to girls also, in mixed schools. Whether this is a desirable course, appears to me very doubtful; also, whether the information derived from the book alone without any practical application, is worth the fees paid for it. If any means could be devised by which the cultivation of a cottage garden would be introduced in connexion with the teaching of agriculture in rural schools, it would be a great point gained. In numerous cases, in this province, where there is ground attached to the schools, such a cottage garden could easily be established.

Book-keeping.—This subject is not much taught in the ordinary schools as far as I have seen. It is taught with very fair success in most of the model schools of the circuit.

Needlework.—The character of this work in the ordinary schools is coarser, both as to materials and finish, than it was generally in my former circuit; fine work I have seldom noticed, except in the model schools. Knitting is extensively practised, and the cutting out of plain articles of clothing is taught to some extent, but not sufficiently.

Extra branches.—With the exception of geometry and algebra, which are fairly taught in a good number of the schools, I have not found much work in extra branches done in the ordinary schools of this circuit. In a few, singing and drawing are attempted, but with no great success. I may remark that in hardly any case outside the model schools, and in very few there were pupils prepared in the third year's course of geometry or algebra, which for all practical purposes may as well be abolished.

Classification of Teachers.—I find that of 1,487 teachers in the circuit (exclusive of those of model and convent schools) 166 are in first class, 662 in second, and 659 in third class. I find the disposition to obtain promotion, by means of examination at the various centres, to be very strong; as was shown by the very considerable number of candidates offering at each of the last two examinations. I should be glad to see the grade of first division in the first class, as it already is in the other classes, reserved for special merit and success in school work. At present the obtaining of this grade by successive examinations is a very arduous work, and only comparatively few can hope to reach it. It is true, that in the case of first class, an exceptionally high rate of salary attaches to the first division, but I am of opinion that this would be as deservedly won by a teacher, and with more advantage to the public (if the test were that of superior efficiency in his school, as proved at the results examinations), than if, as now arranged, he had obtained it by showing a little more proficiency than usual in the subjects prescribed for his class.

The late programme of instruction issued for paid monitors is very suitable, and if properly carried out ought to ensure satisfactory results. The method on which I believe monitors should be taught, was pretty fully set forth by me in my last general report (for 1884), and to this I beg to refer those who may wish to know my views upon this point.

I find that in this circuit, out of 246 monitors (of 3rd and 5th years) examined last year, 199, or nearly 81 per cent. passed successfully. I look on this as fairly satisfactory; but I expect that on the new programme the results will be still better. The restrictions now in force

Appendix D.
Reports on
State of
Schools.
Head
Inspector
Seymour,
London-
derry.

Training of
Monitors.

Appendix D.

Reports on
State of
Schools.Head
Inspector
Seymour.London-
derry.Unpaid
Monitors'
classes.

on the appointment of monitors ought to ensure a more careful selection of candidates henceforth, in the first instance, and more effective training in the next. At the same time, as the number of monitors will be less in future, and the number of schools that can claim the service of even one paid monitor fewer, it will be worth the teachers' while to consider what they may be able to do in the way of training classes of unpaid monitors selected from among the pupils. The employment of the pupils of a school in helping to carry on the daily work is nothing new; it is a universal practice, and if done under the guidance of moderation and prudence it, so far from being an injury to the pupils so employed, may be used materially to assist their own advancement. The important point is that this sort of work should be systematised. A certain number of pupils (volunteers) should be selected, their names written out on a list, and their duties assigned as to time, place, and subject; varying these in such a way that no member of the class should lose too much of the regular instruction in any particular branch. No monitor should be required to teach for more than one hour per day, nor more than two days per week, and arrangements should be made to give to the class collectively, on at least two days of the week, a useful extra lesson on some important subject of the programme, or on method of teaching.

This method is susceptible of various modifications, to suit the exigencies of any particular school; but the leading principles are those which I have stated. In former times classes of unpaid monitors were common in the National Schools, and where well trained were found very useful.

Model
Schools.

I have now to give some account of the model schools of this circuit. They are six in number, comprising each three separate departments, and thus constituting eighteen distinct schools. The first of those in importance is the *Londonderry District Model School*, which is finely situated on the slope of a hill, overlooking the city. The building is spacious and ornamental, and the grounds extensive. The average attendance for the past year (1887) was 133 boys, 77 girls, and 81 infants—total 291. The attendance in the female and infant departments has decreased of late years owing to the competition of private and intermediate schools. Seven pupil teachers were in training during the year. The proficiency in all departments of this school at the annual examinations of last year was good. Prizes to the value of £50 are awarded annually by the Hon. the Irish Society, to pupils who have been successful at those examinations. The number of pupils on the rolls at the close of the year 1887 was—boys 154, girls 90, infants 139—total 383; of whom 59 per cent. were Presbyterians.

Coleraine District Model School, situated about half a mile from the centre of the town, is the second in importance. The building is a neat limestone structure, with pretty ornamental grounds in front. The average attendance for last year was: boys 77, girls 80, infants 56. The general proficiency at the annual examination held in June, was in the boys' and girls' department good, in the infants' department fair. £25 a year in prizes is awarded by the Irish Society to the successful pupils. The number on the rolls at close of 1887 were: boys 103, girls 99, infants 64=266, of whom 193, or 72 per cent., were Presbyterians.

Enniskillen District Model School comes next in rank, but though the building is a very spacious one, the attendance of pupils is not so high as in some of the minor model schools; there being much competition between the model school and other local establishments in the town and vicinity. The average attendance for 1887 was—for boys, 88; for girls, 53; for infants, 44. The great majority of the pupils

attending this school are members of the late Established Church. The average number of pupil teachers in training during past year was 7.

Omagh Minor Model School is situated close to the centre of the town, and yet secluded from it. The building, a neat structure, stands on a low-lying plot of ground, occasionally subject to floods. This is a most successful school, and the pupils are generally more numerous than the building can well contain. Average attendance for 1887 was—boys, 103; girls, 99; infants, 113. Total number on the rolls at end of year was 398, of whom 54 per cent. were members of the late Established Church, and 35 per cent. Presbyterians.

Ballymoney Minor Model School, Antrim, held in a plain but substantial building, also commands a large attendance, and is in general efficiently conducted. Average attendance for 1887 was—boys, 77; girls, 75; infants, 80; total 232, of whom 87 per cent. were Presbyterians.

Newtownstewart Minor Model School is the smallest of these on my circuit, but it is well conducted, and commands a very fair attendance, averaging in the boys' department, 55; in the girls', 50; and in the infants', 59. Miss Rea, the able and efficient teacher of the infants' school, died in October last; her loss has been much felt in the locality.

Many other points claim notice, but the space allowed for this Report does not admit of my extending my observations further. I would remark, however, that it is of great importance that the Training Colleges should not be led away by any mistaken views to neglect their proper function of *training*, i.e., of instructing their *élèves* in the art of *teaching and school management*, in theory and practice, and to devote their efforts chiefly to *grinding* them for high class certificates in advanced ordinary or special subjects. We shall henceforth have opportunities of judging of the practical value of the work done by the Training Colleges, and by their fruits shall we know them.

I have the honour to remain, gentlemen,

Your very obedient servant,

M. S. SEYMOUR, A.M., Head Inspector.

To the Secretaries,

Education Office.

Mr. W. O'B. NEWELL, M.A., C.E.

Galway, 1st March, 1888.

Head
Inspector
Newell,
Galway.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners the following General Report on the state of National Education in my circuit during the past two years.

This circuit may be briefly described as the district lying west of the Shannon (less a small portion of the county Clare, which is in the Limerick district), together with parts of the counties Longford, Westmeath, and King's county.

In length it is about 120 miles, and in breadth about 80. The limited number of railways renders the travelling very severe at times: a visit to a single school, in going and returning, may necessitate

Appendix B.
Reports on
State of
Schools.

Head
Inspector
Newell,
Galway.

a journey of from 80 to 100 miles on an outside car in tempestuous weather, whilst, in addition, the accommodation at some of the inns is, to say the least, very rough.

The Table which I give below will show the 11 districts in my circuit, the inspectors in charge, and some other details. During part of 1886 I had 12 districts of my own, and temporary charge of 4 which belong to the Cork circuit.

District.	Centres.	Inspectors in charge.	Number of Schools at present in operation.	Number of schools at present being built.	Number of pupils examined for results from by the District Inspectors in 1886.
13	Sligo, . . .	Mr. D. J. Roastree, .	138	2	5,176
20	Ballina, . . .	Mr. J. A. O'Connell, .	134	0	8,601
21	Ballaghaderreen, .	Mr. C. Smith to 31.3.87; Mr. J. Chambers from 1.4.87.	143	17	12,174
22	Boyle, . . .	Mr. W. Barnford to 31.3.87; Mr. A. S. Cowley from 1.4.87.	120	-	9,352
26	Westport, . . .	Mr. M. Mullally, .	145	25	10,002
27	Roscommon, . . .	Mr. A. J. McElwaine, .	127	-	8,020
28	Tuam, . . .	Mr. J. F. Hogan to 31.3.86; Mr. D. Lehan from 1.4.86.	164	20	11,868
34	Galway, . . .	Mr. E. Downing, .	160	11	9,377
35	Ballinasloe, . . .	Mr. J. Barrett, .	132	2	8,386
42	Cork, . . .	Mr. H. Cox to 31.3.86; Mr. J. J. O'Donoghue from 1.4.86.	126	-	8,703
43	Ennis, . . .	Mr. W. J. Browne to 31.3.86; Mr. P. T. Macaulay from 1.4.86.	108	12	8,319
Total, .	—	—	1,468	102	107,468

It affords me great pleasure to be able to testify to the zeal and efficiency with which nearly all the district inspectors have discharged their arduous duties.

Two inspectors' assistants, Mr. J. Smith and Mr. J. Stokes, are engaged in this circuit: the former since April, 1886, and the latter since April, 1887. These gentlemen give their valuable aid in such districts as may for the time being be most needed.

Duties
performed.

The principal duties which I have had to perform are as follow:—

(1.) Superintendence of work of inspection in eleven districts; frequent conferences with the District Inspectors, and perusal of their weekly journals, and monthly programmes of work.

(2.) Check results examinations in several schools in each district, in order to ascertain if a fair and uniform standard of marking is maintained.

(3.) Ordinary unexpected inspections.

(4.) Incidental visits, with a view to observing the everyday working of the schools, and towards testing the accuracy of the records of attendance.

(5.) Preparation of questions for the annual examinations of teachers and monitors.

(6.) Special inquiries and investigations, and reports on the evidence given at these. *Appendix D.*

(7.) Conference with the Resident Commissioner, and participation in the final revision of the papers of questions set by Head and District Inspectors for the teachers and monitors. *Reports on State of Schools.*

(8.) Travelling about rapidly to visit the different centres of examination whilst the July examinations were proceeding. *Head Inspector Newell.*

(9.) Superintendence of marking of the papers of teachers and monitors by the district inspectors. *Galway.*

(10.) Annual conference with District Inspectors regarding the classification of teachers and monitors; examination of a school by some of the District Inspectors, and subsequent criticism.

(11.) Examination of the model schools in the circuit.

(12.) Occasional results examinations in times of pressure.

(13.) Examination of the best school in each district returned to compete for a Carlisle and Blake premium.

(14.) Special visits to managers on difficult points.

(15.) Assisting in the training of newly appointed District Inspectors and Inspectors' Assistants.

Since the 1st of March, 1886, I have examined 23 schools for results fees, made 91 check results examinations, 123 ordinary inspections, and paid 560 incidental visits to schools.

To see that a fair and uniform standard of examination is maintained in each district is, I feel one of my most important duties; a very moderate degree of undue severity on the part of an inspector might cause a serious diminution of hard earned results fees, whilst on the other hand an undue leniency might result in the wasteful outlay of a sum of public money amounting to £500 or £600 a year in each district. It gives me much pleasure to think that in the great number of districts in this circuit the results fees paid fairly gauge the true merits of the schools. *Check results.*

As the structural condition of the schoolhouses is a matter of great importance, I shall now say a few words on that subject. The schoolhouses in Clare are generally pretty good; those in Galway are fair, the Connemara ones being amongst the best. There are many very bad types of schoolhouse in Roscommon, especially in the north of the county. The Mayo houses are fair; those of North Leitrim middling; those in Sligo pretty good. Great activity has of late prevailed in building vested schoolhouses; these are generally vested in trustees; progress in this respect is most noticeable in the extensive archdiocese of Tuam and in the diocese of Achonry; even the islands off the coast of Mayo and Galway have benefited. *School-houses.*

Though I speak of progress, I regret to have to state that many hovels of the most miserable character, where children are huddled together all day in semi-darkness, on a damp clay floor, in a fetid atmosphere, and where many earnest teachers have worn out their lives at an early age, still exist in every district. Now that the State grants for building are being so largely availed of, it is to be hoped that these discreditable schoolhouses will soon vanish. I have spared no pains to get them swept away, and the District Inspectors have made strenuous efforts in the same direction.

In a few cases I have known difficulties about obtaining the required lease of a site to prevent a willing manager from building. I regret that the vested houses are very often built too small; that ventilation is in some imperfectly provided for, and that the desks are not fixed to metal supports. In a vested house the attendance usually increases *Some defects in vested school-houses.*

Appendix D. 25 per cent. over what it used to be in the old schoolhouse which has been superseded, and allowance should always be made for this fresh influx of pupils.

Reports on State of Schools.
Head Inspector Newell.
Galway.
 Before quitting the subject of schoolhouses I shall allude briefly to the way they are furnished. The desks are very frequently ill constructed; those in the new vested schools are fairly comfortable, but require metal supports. The supply of maps and blackboards is generally fair, and schools are kept much better supplied with books and copies for sale to pupils than used to be the case a few years ago.

Supply of furniture apparatus and sale stock.
Use of the black-boards.
 It affords me much satisfaction to be able to state that teachers seem daily to be becoming more alive to the importance of the blackboard as a means of instruction in nearly every subject, and to the necessity for having blackboards firmly fixed to the walls in convenient places. Of course one does still meet with blackboards perched on unsteady easels, or stopping a broken window, or hiding a fire-place, but such barbarities or carelessnesses are not so frequent as they used to be.

Teachers' residences.
Cleanliness of school-rooms.
 A considerable number of residences for teachers have recently been built by means of loans from the Board of Works.

Some improvement is to be noticed with regard to the neatness and cleanliness with which the schoolrooms are kept. I attach great importance to this, and always impress on teachers the necessity for having the floor scoured occasionally with hot water and soap, for keeping good brushes and dusters, and for making all the pupils perform part of this work carefully, in order that they may acquire a taste for keeping their own homes clean and tidy.

Ventilation of school-rooms.
 The means of effecting thorough ventilation without causing draughts are very defective in most schoolrooms, and the teachers very often become so engrossed by the duty of instruction that they entirely neglect to make use of such means as may exist for introducing pure air and expelling foul.

Attendance of pupils, its irregularity.
 A large proportion of the pupils on rolls make the minimum qualifying attendance of 100 days; however, it is not uncommon to see a marking sheet on which few pupils have made many more attendances than this bare minimum, though the school may have been open on 220 days during the year. Sometimes there are valid excuses for this irregularity of attendance; many children have no boots and bad clothes; many live at long distances; some are required to herd cattle or to assist in agriculture; some must take their father's place in the fields and in the bog, when he goes to save the harvest in England or in Scotland; but allowing for all this, there are still beyond a doubt very numerous cases of gross carelessness. In general I found the managers active in their efforts to secure regular attendance at school.

Teachers.
 As a rule the teachers are well conducted and highly respected. There is a gradual improvement in their attainments, manners, style of dress, and general bearing. I do not say that the best of the old race of teachers are not fully equal the modern recruits, but I am sure the average type of teacher is improving.

A considerable number of teachers came forward at the last two annual examinations as candidates for promotion, and a very fair proportion succeeded in reaching the higher grades to which they aspired. Many teachers also attended the various Training Colleges in Dublin, and, I understand, several applicants had to be refused admission owing to want of room.

However, the number of teachers still in third class, and still untrained, is unsatisfactory in the extreme. I fear a good many of these are too old or too unambitious ever to rise beyond their present classifi-

education. This great blot has in a measure arisen and has been perpetuated by the power of the managers to bestow vacancies on untrained, unclassified local candidates. This untrained, unclassified local candidate, the great impediment to progress, after one or two attempts generally succeeded in reaching second or third classification, and then settled down to keep elementary education in *status quo* during his thirty or forty years of office; the expectancy of school life of a teacher of this type was rarely less; a trained first or second class teacher could easily have been obtained, had the manager been willing or firm enough to resist local influence.

I am quite sure that there is scarcely a school in this circuit for which a second class teacher could not be obtained, were due efforts made. I trust sincerely that Rule 151 will render it impossible for an unclassified teacher to obtain a school in future, and that ultimately no untrained teacher will be allowed to remain long in charge.

The state of the market justifies this; the interests of primary education require it; nothing would do more to raise the status of the National Teachers of Ireland both in point of attainments and in point of income.

I think that parents have a right to expect that the managers should provide as highly classed teachers as can be obtained.

Monitorships are eagerly sought after. The supply which the monitorial staff can afford towards the waste in the staff of teachers is much in excess of the demand. Numbers of certified monitors can never hope to obtain positions as teachers. The recent reduction of the staff of monitors was decidedly a step in the right direction. It would give me great satisfaction to see the regulations on the subject of monitorships further hardened. In nearly every district there are some few schools of singular excellence under teachers able to impress a distinct character on the monitors they train; it is from schools of this type that the teaching staff should be recruited; monitors trained in such schools are well able to conduct a school efficiently, and are likely to rise to high classification; it is to these schools that the District Inspectors should mainly confine the appointment of monitors.

The answering of the monitors at the July examinations was as a rule very good. I was especially struck with the creditable percentages and uniformly sound proficiency of the monitors from the Ennis and Ballaghaderreen districts.

The Model Schools at Galway and at Sligo are efficiently conducted, but are not largely attended; there are two departments in the Galway Model School, three in that at Sligo.

Three male pupil teachers are boarded in each model school, and one extern female pupil teacher is engaged in each of the girls' departments. These pupil teachers generally turn out well, and become useful teachers of National schools.

School accounts.—I usually found the school records kept with much neatness and accuracy, but in six or seven districts I detected some extremely bad cases of falsification. I have recently submitted to you some suggestions for rendering such practices more liable to detection. It is of the greatest importance that the District Inspectors should make a number of totally unexpected visits.

School fees.—I observe a growing disinclination on the part of parents to pay school fees, and on that of the teachers to press for them.

Proficiency of pupils.—On the whole I consider that the results system has been working usefully, and has been the means of causing elementary instruction to be imparted successfully to a greater number of children than could be done by any other scheme.

Appendix D.

Reports on
State of
Schools.Head
Inspector
Newell.
Galway.The
unclassified,
untrained
local candi-
date.

Monitors.

Model
Schools.School
accounts :
necessity
for inciden-
tal visits.Proficiency
of pupils.

Appendix D.
Reports on
State of
Schools.

Head
Inspector
Newell,
Galway.

The highest average results for per pupil earned in any district in this circuit was 7s. 11½d., and the lowest 5s. 9½d. in 1885; in 1886, the highest was 8s. 4d., and the lowest 6s. 1½d.; the average for all Ireland in the former year was 6s. 11½d., and in the latter 7s. 3½d.

As far as I am in a position to judge, I would say that the general proficiency of the National schools in the county Clare is good; there are some really excellent schools in West Clare; these are usually large mixed schools under a highly classed male principal teacher, aided by male and female assistants; the grants earned by such schools are considerable; the East Galway schools are as a rule at best but middling; the Tuam part of that county contains some fair schools; the West Galway schools are doing a good deal of useful work, but the pupils are but moderate, materials and their proficiency and classification are not very high. East Mayo contains many very well taught schools, with a fair proportion of pupils in the senior classes; the schools of West Mayo are improving rapidly, but they are not good as yet; the schools in South Roscommon appear to be only middling, though they are, I think, progressing; those in the north of that county about Boyle are very fair; the Sligo schools are fair; those in North Leitrim, middling; the Longford, Westmeath, and King's county schools in this circuit are too few to generalize upon.

Too much
attempted.

I must say that in some schools I found too many subjects attempted, having regard to the age of the children, their irregularity of attendance, and the power of the teaching staff; such a mistake is detrimental to a sound knowledge of the essential subjects.

I have conferred with the District Inspectors on this subject, and rely on them to give the teachers advice which will in future prevent them making so fatal a mistake.

Carlisle and
Blake
premiums.

In 1886, the following schools were returned to compete for the Carlisle and Blake premiums:—*Campbell M.* (Sligo D.), *Quigabur* (Ballina D.), *Dooceastle F.* (Ballaghaderreen D.), *Cootchall M.* (Boyle D.), *Louisburgh F.* (Westport D.), *Aughnadarry* (Roscommon D.), *Clydagh M.* (Tuam D.), *Derryober* (Ballinasloe D.), *Loughcutra F.* (Gort D.), *Cahir Murphy* (Ennis D.), *Glann* (Galway D.). The teacher of Glann National school declined to compete. The premiums were awarded to *Dooceastle F.*, *Cahir Murphy*, and *Aughnadarry*. Four of the unsuccessful schools were highly meritorious. In 1887, the schools returned were exceptionally good; they were *Campbell M.* (Sligo D.), *Quigabur* (Ballina D.), *Cloontia F.* (Ballaghaderreen D.), *Townaghbrack M.* (Boyle D.), *Balla M.* (Westport D.), *Strokestown F.* (Roscommon D.), *Dunmore F.* (Tuam D.), *Aillebrack* (Galway D.), *Ballinasloe M.* (Ballinasloe D.), *Pitfield* (Ennis D.), *Ruan* (Gort D.).

The premiums were given to *Balla M.*, *Townaghbrack M.*, and *Ruan*. Six of the unsuccessful schools might have carried off premiums in a year when the competition was not so keen. I think that, except in the case of two schools, the District Inspectors could not have made better selections.

The eleven schools returned to compete in 1887, took me twenty days to examine. There were 1,163 pupils presented, a large proportion of whom were in the senior classes and had many extra branches. I brought one of the Inspectors' Assistants to five of these schools in order that the written part of the examination might be conducted under perfect supervision, and with the further view of his assisting at the marking of the papers, and of his carrying away a correct notion of the standard of examination adopted by me and subsequently promulgating it amongst the District Inspectors with whom he might from time to

time be working. I considered that this would be a good way of promoting uniformity of marking. Appendix D.

The number of pupils presented in these schools ranged from 79 to 155. Reports on State of Schools.

Reading.—Expressive reading or recitation of poetry is rare; the symbols which stand for words are, however, usually correctly recognized and the words fairly articulated; explanation of the meanings of words is far from being satisfactory; of course the great length of some of the reading books, and the difficult language in which many of the lessons are written, should not be lost sight of. Head Inspector Newell. Galway.

I think the time devoted to reading is often very injudiciously spent in allowing every child in a large class to read a few lines, the only interference on the teacher's part being a few corrections of pronunciation. Much better reading would be secured, were the teacher himself to read passages, and only a few of the pupils each day to imitate his style, care being taken to see that the whole class was attentive. It would repay a teacher well and act beneficially through the whole school programme to teach from an annotated book, and to explain allusions and meanings of words carefully. Reading.

Writing.—Progress in penmanship is very marked. I frequently meet with schools in which this branch is taught with great care. Writing.

Arithmetic.—The questions on the cards are in general worked accurately and neatly; the slate arithmetic of the junior pupils is also usually very fair; mental calculation is as a rule weak. Arithmetic.

Spelling.—Spelling both oral, and on paper or slates from dictation is fairly satisfactory. It is, I think, to be regretted that *Transcription* is no longer on the results programme; it is always ancillary to good spelling. Spelling.

Grammar.—The text-books in grammar are not carefully learnt; parsing is usually fair; something is generally known about prefixes and roots; the sixth class write their letters in correct form, but possess little power of expression; the proficiency of fourth class in etymology is extremely low as a rule. Grammar.

Geography.—I consider that geography is too often taught in an uninteresting manner, the children's memories being overburdened with long strings of names with no association attached. Geography.

However, there is some progress in the subject. In the way in which the map of Ireland is drawn by the sixth class there is much improvement taking place; this is in many instances the result of the increased attention given to map drawing in the Training Colleges, and to the progress which the teachers themselves have made.

I would suggest that Ruddiman Johnston's Test Map should be used when the second stage of the fifth class are examined on the geography of Ireland. Nothing impresses position so well on a child's mind as the use of a blank map, except, indeed, it be map-drawing.

Agriculture.—Agriculture is very largely taken up. I find the acquaintance which male pupils have with the text-book is pretty fair; the answering of the girls is generally weak. In their case I devote my examination chiefly to dairying and the management of cows, calves, and poultry. The knowledge which the first stage of the fifth class show of the chapter on cottage gardening is extremely slender, and the perusal of that chapter has not yet begun to produce any appreciable effect on the cropping of the cottage gardens in the neighbourhood of the schools; these gardens, when fully cropped, seldom contain anything except cabbage and potatoes, and during most of the year only cabbage stalks. I am surprised that the large results fees attached to a pass in agriculture have not secured more perfect instruction. The Agriculture.

- Appendix D.* chapters on live stock are those which seem most palatable to the pupils, and which are most intelligently known.
- Reports on State of Schools.* *Book-keeping.*—Book-keeping is taught in a good many schools. The exercise books are usually neatly turned out, but the principles of the subject are not as a rule well understood.
- Head Inspector Newell.* *Singing.*—Except in the Convent Schools, there is not much vocal music in my circuit; in many of those schools the singing is very fair, though sometimes, perhaps, a little hard.
- Galway.* Songs with too great range are often attempted, instead of the selection being confined to simple ballads. I have occasionally met teachers holding certificates in vocal music, who have no ear whatever, and whose pupils invariably sing out of tune.
- Book-keeping.* The Tonic-Solfa system has not, I regret to say, yet found its way to the West.
- Singing.* *Drawing.*—Classes in Drawing are rarely encountered in my circuit. In a few schools I have met with fair freehand drawing, in a few others with inferior work.
- In no school did I find the blackboard used sufficiently for setting the copies, by which the cramping effect on the eye of drawing books with engravings is avoided.
- Algebra.* *Algebra.*—Algebra is taught in a considerable number of schools with fair success, as far as the first or second year's course. I have met with several pupils who passed creditably.
- Geometry, &c.* *Geometry and Mensuration.*—A good many pupils also show a fair knowledge of the first year's course in geometry and mensuration. this subject also I have examined some well-prepared female pupils.
- Industrial Instruction.* *Industrial Instruction.*—The percentage of passes in needlework is high; however, much has still to be done towards rendering instruction in this branch interesting, practical, and systematic. I have too often found pupils badly supplied with thimbles, and have heard the rending of fresh, highly-sized calico in a distant corner of the schoolroom when I have asked that the pupils should be supplied with the work they had in hands. I highly approve of junior pupils sewing with coloured thread. Darning and patching do not receive the attention which they merit.
- Local agents for sewing machines are very active in the West, and a large number of pupils are presented in order to pay for the "Singer" which the teacher has been induced to purchase. I found the proficiency in the use of the sewing machine generally fair.
- The Kindergarten system, and technical instruction.* The Kindergarten system, which may be regarded as the first step towards technical instruction, has been introduced into a large number of the Convent Schools, and is also taught in Milltown Malbay Infants' School, and in the infants' department of the Sligo Model School.
- I found cookery very well taught in one Convent School, where a nicely-appointed school kitchen has been provided; in another Convent School instruction is given in laundry work and in dairy management.
- If the existing occupations of the people are to be regarded as the index to the direction which technical instruction should take, then agriculture, dairying, the care of poultry, fishing by river, lake, and sea, woollen manufacture, and stone masonry are the subjects to which technical instruction should chiefly be directed.
- Agriculture, the principal means by which the people support themselves, is too often carried on in a slovenly and wasteful manner; a considerable quantity of very fair butter is made in South Clare, but there is little doubt that if the dairymaids received technical instruction, the butter turned out would bring a higher price, and would have

a better chance in competition with that of Normandy and Denmark; superior knowledge might easily increase the quality and quantity of the fowl and eggs which the Mayo cottiers bring to market; Galway and Sligo bays contain oyster beds, but these are often allowed to become nearly extinct through local recklessness and want of skill. The rivers and lakes teem with salmon and trout, yet, as far as I am aware, there are no ponds for artificially increasing the supply, such as exist in Scotland. It is true that small fleets of fishing boats put out from the Claddagh, from Enniscrone, and from Sligo, yet nowhere else is there a well-organized and persistent attempt to reap the rich harvest of the ocean; whilst, owing to the absence of light railways, the means of sending to market such fish as are taken are defective. The methods of curing, also, are primitive:—in Achill one sees the roofs of the houses covered with fish on sunny days. No piscatorial school exists on the West coast. Woollen manufacture is the most hopeful industry in the West of Ireland, the people have a special aptitude for it, and nearly all the Connemara folk are clad in tweeds and flannels of home make. One finds on the north of Clew Bay good rough tweeds, such as a sportsman loves, made in many of the cottages, and dyed from native mosses and plants; indeed, in every county west of the Shannon children are to be met with in the schools wearing serges, perhaps a shade coarser, but of good unsophisticated texture, which promises to outlast a dozen dresses of the flimsy cottons in which many of their classfellows shiver. There are quarries of limestone which cannot be surpassed for building purposes in several parts of the county Galway, and others of black and green marble.

But capital and means of rapid transport are wanting, and all industries are pursued *crassa Misere*, in an unvarying manner from generation to generation, without the invention or reflection which technical instruction imparted in an intellectual manner is calculated to develop.

I have the honour to be, gentlemen,

Your faithful servant,

W. O'B. NEWELL, Head-Inspector.

The Secretaries, Education Office.

Mr. J. C. MACNAMARA, B.A.

Letterkenny, 10th March, 1888.

GENTLEMEN,—No changes of importance have occurred, with regard to the outlines of the district, or to the number of schools it contains, since the date of my last report. Now as then the district embraces one hundred and fifty schools, the great bulk of which are situated in or near the towns of Letterkenny and Ramelton, and along the northern and western coast of the county. It may be said that the educational wants of the community are altogether supplied by the existing National schools, there being very few non-National schools in this part of Donegal. In the town of Letterkenny there is a seminary, which is chiefly devoted to the preparation of pupils for entrance to Maynooth College; there are two schools in receipt of grants from the Island and

Appendix D.
Reports on
State of
Schools.

Head
Inspector
Newell,
Galway.

Mr.
Mac-
Namara.
Letter-
kenny.
The Dis-
trict.

Appendix D
Reports on
State of
Schools

Mfr.
Mac-
Namara.
Letter-
kenny.
The School-
houses.

Non-vested
School-
houses.

Difficulty
in having
them re-
paired.

School
appliance.

Coast Society; one Robertson school unconnected with the Board, and one school not connected with any society; with these exceptions I believe all the other schools of the district are under the immediate control of the National Board.

It is much to be regretted that, while a decided improvement has to be recorded with regard to the educational status of the district, comparatively little improvement has been effected in the condition of the school buildings. Two new schools have been taken into connexion; these, though non-vested, are fairly suitable, and in satisfactory repair; a very good house (vested in trustees) has been built at Carrigart by the Rev. F. B. Gallagher, to replace an old school, Bohunny, which, though not in all respects bad, was incapable of affording sufficient accommodation to the number of children in daily attendance. With these exceptions there is no further improvement to record. There still remains in the district a number of houses, that are more or less unsuitable for school purposes in regard to situation, space accommodation, or repair.

The vested buildings are, of course, quite suitable for educational purposes, but, as there are only thirty-two vested schools in the district, it is clear that a great deal remains to be done before the initial wants of elementary education are fully supplied. Some of the ordinary school-houses, it must be admitted, are almost if not quite as good as the vested buildings; in this respect I desire to make special mention of the schools situated in the northern part of Fanad, most of which are on a par with the vested buildings in regard to space accommodation and repair, credit for which is principally due to the exertions of the manager, the Rev. J. O'Boyle, P.P. In many cases the school buildings, though not quite satisfactory in every particular, are fairly suitable for educational requirements, as long as they are kept in thorough repair; not a few houses, though not absolutely to be condemned, are nevertheless unsuitable, inasmuch as they do not afford sufficient accommodation for the number of children in attendance during the winter and spring. Some of the houses have thatched roofs; this, however, cannot be considered a great drawback if the thatch be kept in proper order, and if the inside be kept clean. Not more than five or six houses in the district have earthen floors.

While some of the managers take a great interest in keeping the schoolhouses in good repair, and are quite willing to undertake trouble or expense in carrying out any suggestions that may be offered, there are others who are more or less apathetic in this regard, and who expect their teachers to defray the expenses, or, at any rate, to undertake the responsibility of repairs, whenever repairs have to be executed. On this account it is often painful for an inspector to be obliged to take stringent action when difficulties of this kind arise. It must be borne in mind, too, that most managers have more than one school under their supervision; several have half a dozen or more, the maintenance of which would be a serious burden, if they themselves had to defray all the expenses; on the other hand, it is unreasonable to ask a teacher to expend what may be a considerable portion of his scanty income, in keeping his schoolhouse in proper order. The parents, as I have said, are too poor to do much; in a few cases the locality undertakes to have the school-room thatched once a year; any expense beyond this the people are unable or unwilling to incur.

As a general rule the schools are fairly provided with the ordinary requisites for teaching, including maps, ball-frame, easel, blackboards, &c. There are not more than two or three schools in which a terrestrial globe is to be found. In regard to most modern improvements in, or

aids to elementary education, we are woefully behind the age in this district. The Kindergarten system has not been introduced into any of my schools—indeed, there is only one regularly organized infant department in the whole district. The Head-Inspector having suggested to the teacher of this school the advisableness of adopting the Kindergarten system whole or in part, she paid a special visit to a Model School in order to gain some insight into its practical working, but was deterred from introducing it by reason of the expense and the necessity, either of undergoing a special course of training, or of obtaining the services of an organizer competent to give instruction therein. Calisthenics and drill are likewise totally unknown to us; even the ordinary marching at change-time, which is so useful as a means of discipline, and so interesting to the children when properly carried out, is more or less neglected. Many of the old untrained teachers, and some young teachers, who have been appointed without training, seem disposed to look upon "marching" as quite distinct from education proper—something that may be ornamental, but cannot be considered useful. As a rule, the more incapable a teacher is, the greater contempt he exhibits for regular training, and orderly conduct. I may say, however, that it is very difficult to pay proper attention to discipline in many of the schools of the district, owing partly to the unsuitableness of the houses, and the lack of proper accommodation, and partly to the difficulties experienced with irregular attenders. To maintain proper discipline in a school in which the attendance is irregular and fitful, an unusual amount of trouble and exertion on the part of the teacher is required. In a well-conducted school with a steady attendance, every child ought after a time to be as well acquainted as the teacher himself with the ordinary routine of school business, so far as he is concerned therewith; on the other hand, an irregular attender, on returning to school after a long absence, must be as great a source of trouble and confusion as any new pupil could possibly be.

In my last report I attributed the backwardness of education in this district mainly to two causes—irregularity of attendance, and want of skilled teaching. The latter defect is being gradually remedied; the former still persists, and operates just as powerfully as ever against the welfare of the schools. As the character of the attendance is a most important factor in elementary education here, it will be well to explain, even at the risk of repetition, in what manner the progress of the district is affected thereby.

The schools may be divided into two classes—those in which the attendance is comparatively regular, and those in which it is exceedingly irregular. Schools of the first class are chiefly to be found in or near the larger towns, and in the more fertile parts of the county; even in these the attendance is never quite satisfactory, being probably the normal attendance of the ordinary National schools of the country. Schools of the second class, which constitute between 60 and 70 per cent. of the whole, are principally situated along the northern and western coast; nearly all the schools in the most densely populated parishes—notably Gweedore, Cloughaneely, The Rosses, Dungle, Doe, Carrigart, and Gartan—belong to the latter class. I give the local names of the parishes, and I name them in the order of worst attendance. Very many of the children, whose names are on the books of these schools, are engaged during part of the year at service in "The Lagan," the name given to the eastern part of Donegal, with portions of the adjoining counties of Derry and Tyrone. There are consequently two periods of high, and two periods of low attendance. The first period of high

Appendix.
Reports on
State of
Schools
Mr.
Mac-
Namara.
Letter-
kenry.

Causes of
Inefficiency.

Irregular
attendance.

Appendix D.
Reports on
State of
Schools.
Mr.
Mac-
Namara.
Letter-
kenny.

Attendance extends from the middle of December to the middle or end of March. During this time the schools can scarcely afford accommodation to the children who crowd into them; many of them give employment to one or two temporary assistants in addition to the principal teacher, although, perhaps, during the slack season, the principal teacher alone may not have sufficient work to do. The second period of high attendance includes June, July, and August, but, during these months, the schools are not by any means so well filled as in the early part of the year; some of the children have already gone to service, others find employment at home, whereas they have nothing to engage their attention during the winter months. Too often, I fear, the children remain at home from the mere force of habit. It has come to be recognised that there are certain seasons for attendance at school; during these seasons the children attend with greater or less regularity; during the other periods they remain away, some, certainly from necessity, others from a disinclination to attend; the parents being quite disinterested, the children are allowed free choice in the matter.

In the face of such irregularity of attendance, it is hard to expect a high standard of efficiency in these schools. The utmost that can be expected is to find the children, who have made one hundred or more attendances, fairly prepared in the different subjects of programme on the day of results examination; that such a standard can be attained my experience during the past few years has shown to be possible, but my experience has also shown that none but really capable and pains-taking teachers can hope to reach it.

Unskilful
teachers.

In my last report I think I attributed the unsatisfactory condition of the class of schools I have been describing, in the first place, to bad attendance, in the second, to unskilful teaching; I should now be inclined to assign to unskilful teaching the first place, and to irregular attendance the second. For I have found that well-trained and energetic teachers can do a great deal towards improving the condition of such schools. As a set-off to irregularity of attendance there is this fact to be taken into consideration—that the work to be done in the majority of these schools is not so difficult or extensive as what has to be performed in schools, wherein the attendance is more regular and constant. In these, large numbers are found in the higher classes, whereas in the others, the junior children constitute the great bulk of the school, and everybody knows that far less exertion on the part of a teacher is required to prepare the junior than the senior classes. The teacher of a badly attended school may have very serious disadvantages to contend against in the preparation of his pupils, but the actual labour of instruction is not nearly so great as in a school where a fair proportion of the children reach the senior classes. However, there are other circumstances to be taken into account, that tend to lower the standard of proficiency in some of the badly attended schools. I have not space to enumerate these, but I may here mention one. In addition to the very irregular attenders, a second class of children is sometimes found on the rolls—children who attend with a fair amount of regularity all the year round. Such children reach the senior classes in the ordinary course, but the teacher, if he is to do his duty properly, cannot devote sufficient attention to them during the periods of high attendance, the consequence of which is that they are not found so well prepared at the examination as, under more favourable circumstances, they might be expected to be; a second result follows from this, namely, that the standard of proficiency, through no fault of the teacher, is materially lowered.

Taking all the circumstances into consideration, however, and reviewing my experience of the past few years, I am inclined to think that a fair standard of proficiency ought to be expected even in the badly attended schools. Since only those children can be presented for examination, who have made one hundred or more attendances, and since these are, in the ordinary cases, chiefly enrolled in the lower classes, I am of opinion that a skilful teacher, who does his duty properly, ought to have the children presented for examination fairly prepared. And this opinion has been strengthened by observing how often a new teacher improves a school, in which, under the old teacher, improvement seemed hopeless. Several examples of this kind have recently come under my notice. In two cases, not to mention others, substitutes were employed to take the place of teachers in training. These two schools, which had always been in a more or less unsatisfactory condition, were raised by the substitutes to a very fair standard of efficiency, which standard has certainly not been maintained by one of the teachers, at least, after returning from training. One of these young men had acted as monitor for a number of years in a well-conducted school; the other had never had any previous experience of teaching; he seems, however, to have a natural aptitude for the business, as has been fully proved since he was appointed principal teacher of a school that is exposed to all the drawbacks I have described.

When the pupils of badly attended schools exhibit a respectable amount of proficiency at the results examination, it may be supposed that special attention may have been paid to such pupils, to the neglect of those who are not likely to make the qualifying number of attendances. As far as my experience goes there exists no foundation for such a supposition. Every pupil receives the same amount of attention, whether he is likely to qualify for the results examination or no. Indeed, teachers have sometimes told me, and I know their statements to be correct, that pupils who could not be examined, as not having made a sufficient number of attendances, were much better prepared than some of those who were actually examined.

It may be asked why irregularity of attendance should be considered such a crying grievance, if a skilful teacher is able to produce good results in a badly attended school, and if even those children who attend most irregularly, are often found to be fairly instructed. To this the answer has been already given. The condition of such schools is only comparatively satisfactory; even where the children are found to be fairly proficient in the several branches of programme, they are usually presented in classes too low for their age, besides which, the number of presentations in the senior classes always falls far short of what it should be. For example, it is no unusual experience to find in a school having a hundred or more on rolls from forty to fifty qualified by attendance for the examination; if this number were fairly distributed throughout the various classes, the evil complained of need not be considered serious, but since the great bulk of the pupils are usually found in the junior classes, with perhaps three or four in fourth, two or three in fifth, and an occasional straggler in sixth class, it is evident that, no matter how well the children may be prepared, the school must be reckoned a comparative failure in a great many respects. No child can properly be said to be able to read or write, who is unable to pass in the fourth class at least; consequently, a school from which more than eighty per cent. of the children depart before they reach the fourth standard, cannot be deemed of much educational value, no matter how skilfully organized or how well conducted it may be.

Appendix D

Reports on
State of
Schools.Mr.
Mac-
Namara.Letter-
kenny.Schools im-
proved by
change of
teachers.Pupils re-
ceive equal
attention.Condition
of successful
schools only
compara-
tively satis-
factory.

Appendix D.

Reports on
State of
Schools.Mr.
Mac-
Nassar.Letter-
kenny.The Gwee-
dore Schools

That it is no exaggeration to assert that more than eighty per cent. of the children leave some schools before they reach the fourth class, will be made clear from an inspection of the following tables, in which are given, first, the total number of pupils enrolled on the books of the Gweedore schools on the last day of March, 1887; secondly, the number of pupils examined in each class at the last results examination of the same schools:—

1. Number of pupils on rolls on 31st March, 1,100.
2. Number examined at last results examination:—

Infants,	.	.	.	.	.	113
1st Class,	.	.	.	.	.	86
2nd "	.	.	.	.	.	83
3rd "	.	.	.	.	.	43
4th "	.	.	.	.	.	32
5th "	.	.	.	.	.	15
6th "	.	.	.	.	.	14
						<hr/> 386

It will thus be seen that, out of 1,100 children on rolls, only 386 or thirty-five per cent. were examined, while, out of the same number on rolls, only sixty-one or 5·5 per cent. were examined in the fourth and higher classes.

Carelessness
of parents.

As mentioned above, the children of this parish are the worst attenders in the whole district, the bad attendance being in great measure due to the apathy of the parents with regard to education. They may not deserve all the blame, the conditions of life in Gweedore being taken into account, but the chief part of the blame for the non-success of the schools does certainly attach to them. The manager of the schools in this parish takes the liveliest interest in the educational welfare of his people, and has spared no trouble in endeavouring to bring the children to school; he has even incurred considerable expense by giving prizes to the best attenders in schools where the attendance was exceptionally bad; the result was a slight improvement, which was short-lived however, as the attendance fell away with the cessation of the prizes.

Schools im-
proving.Improvement due
to three
causes.

Irregularity of attendance therefore is a great stumbling-block in the way of elementary education in this district. In other respects we are improving—slowly, it may be, but steadily—and this gradual improvement is entirely due to the increased efficiency of the teaching staff. A very satisfactory condition of affairs could probably be chronicled after the lapse of a few years, if the character of the attendance could be improved *pari passu* with the improvement in the teachers. In one respect we are progressing, in the other stationary. The improvement in the teaching body seems to be due to three causes: in the first place, to the establishment of the new training colleges; secondly, to the recent alterations in the Board's rules with regard to the appointment of teachers and monitors; thirdly, to the general depression in trade and commerce existing at the present time.

A sufficient period has not yet elapsed to enable one to offer a definite opinion of the advantages accruing to the schools from the increased facilities for training now enjoyed by the teachers; it is certain, however, that most of the schools of this district, whose teachers have recently undergone a course of training, have been very much benefited thereby. The exceptions seem to consist of those who, from the beginning, were more or less unfitted for the positions they occupy.

Twenty-four teachers have already taken advantage of the new colleges, and many more would have attended, but were prevented from doing so by difficulties of one kind or another. Some were deterred by the expense; some by restrictions, which, I understand, have now been removed; others by the difficulty experienced in finding suitable substitutes to conduct their schools during their absence. I have hopes that, before many years, there will be few teachers in this district who shall not have attended the one year's course of training at least; if all could attend the long course, the gain would be indefinitely greater, but, under existing conditions, we must not expect that many teachers will find it convenient to attend the two years' course.

The next cause that has tended to improve the condition of the schools is the change in the regulations with regard to the appointment of monitors and teachers. As the teaching staff has been hitherto almost entirely recruited from young persons belonging to the district, a great point has been gained by setting the managers completely free to select for their schools the most eligible and the best qualified candidates. During the short time the new rules have been in force, the regulation with regard to the selection of teachers has proved useful in more than one instance to the schools of the district. Only a few days ago, an important school became vacant; under the old system it would have been given in charge to a local candidate—unclassed, untrained, without a day's experience in teaching. For better or worse the appointment would be a permanency. The manager wrote to me regarding the matter, whereupon I made him acquainted with the new regulation, of which until then he had been ignorant. The result is that a second class teacher, who has undergone a two years' course of training, has been placed in charge, and there is every reason to expect that this school, instead of being comparatively worthless as a means of education, will prove a very great benefit to the locality.

The third cause assigned for the increased efficiency of the schools may seem rather far-fetched; the assertion that a connexion exists between the prevailing depression in trade and commerce, and the state of education in the schools of Donegal, undoubtedly appears strange; that such a connexion does really exist will be evident on a little consideration. Indeed I believe that this cause has hitherto been most instrumental in operating for the improvement of the schools, although the others no doubt will be found to exercise the greatest effect as time goes by.

Until very recently the teaching staff was almost entirely recruited from persons belonging to and trained in the district, and not always, as I have mentioned, from the best material, as the more talented young men were wont to look beyond the district for employment. Some of these emigrated; some went to business; others entered the Civil Service; the best of these who became teachers sought more profitable schools than they were likely to find at home.

Of late, however, things have tended to a change. Apart from the fact that the position of the teaching body has been improved and is improving, it is certain that competition for clerkships, positions in the Civil Service, &c., has grown more severe, so that young men of the stamp that left us formerly, are now glad to obtain employment as teachers at home. The consequence is that, in recent appointments, the change has been in almost every case for the better. We even get an occasional teacher from beyond the district; but these, as a rule, are trained females with special qualifications, who are placed in charge of important schools. Whenever a male teacher from abroad accepts a situation in the district, he will generally be found to belong to the

Appendix D.
Reports on
State of
Schools.
Mr.
Mac-
Namara.
Letter-
kenney.
(1) Train-
ing.

(2) New
regulations.

(3) A better
class of
teachers.

Appendix D. locality; in such cases residence near home is considered an equivalent for diminished income.

Reports on State of Schools.

Mrs. Mac-Namara.

*Letter-
Leamy.*

An Illustration.

The very day I received instructions to prepare this report I examined a school for results fees, which affords a good illustration of the truth of the foregoing remarks. Up to a few months previously it had been conducted by an inferior third-class teacher. After being closed for some weeks, it was given in charge to a teacher of the same class, who, though a native of the district, had had the advantage of several months' training in a model school. The change for the better effected during the short time he had been in charge was very noticeable. In the first place, the appearance of the school-room had been completely altered. The maps, tablets, &c., were suspended in the most suitable positions; there was a place for everything and everything was in its proper place. But it was in the appearance and demeanour of the children that the most striking change had been made. Under the former teacher there was no evidence of training; the children were wont to be slow, inert, and apparently stupid; now they were bright and intelligent—quick to understand, and prompt to obey instructions. Of course a sufficient time had not elapsed to enable the new teacher to make them proficient in the different branches of programme, but the improvement effected in the short time at his disposal was very surprising. The surprise was lessened, however, on observing the manner in which the children were trained, and the way in which the work was carried on, as I had an opportunity of doing on the occasion of an incidental visit paid to the school soon afterwards. I noticed, in particular, that the time-table was most strictly observed—not only so, but that special care was taken that all the details were properly carried out, and that the pupils of the various classes were actually and usefully employed in the manner set forth.

The time-table.

In connexion with this matter of attention to the time-table I should like to make a few observations. In most schools a fair attempt is now made to carry out the provisions of the time-table; the changes occur regularly, and the children move, with a better or worse attempt at marching, from desks to floor and from floor to desks. The teacher sees that the pupils at the desks have before them the materials required for the lesson in hand—arithmetics and slates, exercise-books or copy-books, as the case may be—having done which he devotes his attention during the remainder of the lesson to the pupils on the floor. I am now referring to those schools in which the work is carried on by the principal only, which constitute the great bulk of the schools of this district. In so far as the time-table is framed to give definite lessons during definite portions of the school time, and followed to that extent—apart from the question, whether all the children are really occupied as they pretend to be or no—a great point is certainly gained, and a great advance made on the old system of desultory teaching; the advance is but slight after all, if the teacher do not take care to see that the pupils, with whom he is not directly engaged, are really, and not merely nominally occupied.

Education and instruction.

Any attempt on the part of a teacher to adopt the bipartite or the tripartite system of working, is of no great practical value, if he do not grasp the principle that lies at the root of these systems—the principle, namely, that it is on the action of the pupils, and not on his own action, that a teacher must ground his chief hopes of success. "What the teacher does is a small matter in comparison with what he causes the pupils to do." It would be well if these words of Bishop Dupanloup

were put up in every school, and if every teacher kept them constantly before his mind, and endeavoured to carry out the lessons that they embody. These lessons have been admirably set forth in the latest edition of Dr. Joyce's Handbook, in the paragraphs explaining the distinction between education and instruction, and no teacher could fail to improve his school who honestly tried to put into practice the principles therein conveyed. If they were more generally carried out—if teachers could be got to see the deep importance of them—I am convinced that most of the faults of which I have every day to complain would speedily disappear, and that a general and lasting improvement would be soon visible in the schools. Once convinced that the success of his school depended mainly upon the exertions of his pupils, a teacher would naturally be most anxious to employ their time to the best advantage, and he would be especially careful to see that those pupils not under his immediate control were always usefully occupied.

Some of the foregoing remarks may, perhaps, be out of place in this report, but I have been led to give expression to them from a conviction of the great importance of the subject, and from a knowledge that the educational principles I have been endeavouring to describe—trite as they may appear to many—are commonly neglected even by experienced teachers. Out of many examples, I will give two recent ones, which go far to prove the soundness of these principles, one by failure, the other by success.

The first is the case of a school in which the answering of the pupils at the results examination was of an inferior character, notwithstanding that the teachers (second class principal and third class assistant) always appeared to be most zealous and energetic in the discharge of their duties. I have never seen one of them idle at an incidental visit; they worked early and late; kept school open on Saturdays during the greater part of the year, in their desire to have the pupils properly prepared for the examination. Nevertheless, as I have said, the general state of the school was unsatisfactory. At incidental visits paid to the school I was able to detect the cause of failure—the teachers were continually instructing, but they made little or no attempt to educate the children. They both worked in the most energetic fashion, almost to the extent of injuring their health; they were constantly giving instructions, but such instruction passed in at one ear, and out at the other; in a word, the teachers worked hard, but the pupils did not. Half the amount of energy on the part of the teachers, if properly directed, would have produced immeasurably better results. I had occasion to point out that needlework was the only subject that was really well taught; the girls of this school were very proficient in sewing. But this subject was taught differently from the others. The mistress put the work into the hands of the children, showed them what they had to do, and then let them do all the work themselves, with an occasional explanation, or some slight help whenever a difficulty arose. She did not sit in the centre of the class with a piece of work in her own hands, and "instruct" the girls how they should hem, or top-sew, or stitch, while they stood looking on with folded arms; she might instruct them in this manner for half a day (Saturdays included) all the year round; and yet find, at the end of the year, that they were woefully backward in needlework. Yet, although this principle of "instruction," which would be ludicrous if applied to needlework, obtained to a greater or less extent in the other branches, the teachers professed astonishment when their pupils were found to be backward in those branches at the results examination.

Appendix D.
Reports on
State of
Schools.
Mr.
Mac-
Namara.
Letter-
kenny.

Two ex-
amples.

First ex-
ample :
children in-
structed,
results
indifferent.

Appendix D.

Reports on
State of
Schools.Mr.
Mac-
Namara.Letter-
kenay.Second ex-
ample ;
children
educated,
results good.Secret of
success.Brighter
prospects.

The second case is equally instructive, though happily in a different manner. The school to which I am now referring suffers probably from as many disadvantages as any school in the district. It is situated in a remote locality, where the children are altogether Irish speaking, where they rarely hear a word of English out of school-hours ; the attendance is irregular ; the house is a poor one, the accommodation scanty, the furniture had. Notwithstanding all these drawbacks, when I visited to examine for results fees during the past winter, I found the children well prepared in the different branches of programme ; not only were they well prepared on the programme, but they had clearly been carefully trained ; there was evidence to show that they had been educated, and not merely instructed. At an incidental visit paid to the school since then I was able to observe the secret of success, which was just what one might expect.

The secret was simply this : the pupils as well as the teacher were working honestly and energetically at the lesson at which they happened to be engaged. I found more than eighty children present under one teacher and a monitor. The principal was teaching a senior class, which included the monitor ; the rest of the pupils were employed in strict accordance with the provisions of the time table, and were quite as usefully occupied as if they were under the immediate supervision of a teacher, in so far as they devoted themselves with earnest attention to the lesson in hand. The juniors, for instance, were writing at the desks. They had scarcely room enough ; they were crowding on each other ; yet, there was scarcely one of the number but made some practical advance in writing during that half-hour, owing to the lively, intelligent, and earnest manner in which they set themselves to perform their task for the time being.

This is the class of school and the class of teacher I had in mind, when I stated a few pages back that the educational status of the district has been improved of late. Most of the newly appointed teachers are of the same stamp ; most of the lately trained teachers have been endeavouring with greater or less success to raise their schools to a like standard of efficiency ; and a spirit of emulation seems to have crept into many of the other schools, the teachers of which—always willing to work—appeared to be formerly overburdened with the thought that they were striving against unsurmountable obstacles. Many of them have taken heart on seeing that such obstacles may be in great measure overcome. What others have done, they also may hope to do. In spite, therefore, of all the drawbacks from which we suffer—irregular attendance, scanty accommodation, over-crowding, &c.—a decided advance has been made in the past, and there is reason to hope for a further advance in the future. Nevertheless the limit to be reached under existing conditions will fall very far short of what might be otherwise attainable. No matter how efficient the schools may become, they cannot be considered to be doing quite satisfactory work, as long as they educate only a small proportion of the children who might attend them.

I am, gentlemen,

Your obedient servant,

J. C. MACNAMARA.

The Secretaries.

Appendix D.

Reports on
State of
Schools.Mr.
Starrit.

Ballymena.

Mr. S. STARRIT.

Ballymena, March, 1888.

GENTLEMEN,—In compliance with your instructions, I beg to submit the following general report on this district.

The District.—By alterations made in the boundaries of this district since the date of my last general report the area and population have been considerably increased. These alterations were effected on September 1, 1886, when twenty-five schools were transferred from the south and east parts to Carrickfergus district, and thirty-nine schools were annexed from the contiguous districts on the north and west. The district now extends from Lough Neagh to Rathlin Island, with an average breadth of twelve miles. It comprises an area of 480 square miles, and a population of 83,000. The only towns in it of any importance are Ballymena (8,883), Ballycastle (1,446), Ahoghill (898), Randalstown (868), Bronghshane (603), and Cushendall (386). Thus the aggregate town population is 13,000 and the rural population 70,000. The chief employment of the town population is the linen manufacture, and that of the rural population, agriculture.

The
District.

Schools.—The National schools of the district are classed thus:—

Schools.

Ordinary,	152
Evening,	4
Model,	3
Poor Law Union,	2

In addition to these there are a few non-National schools, but the number of pupils attending them is so small that the education of the district is practically in the hands of the National teachers. According to the usual estimate about 16,600 children should be attending the schools of the district. Either this estimate is too high or a considerable number of children of school-going age are not in attendance at any school. The number of children on the rolls of the National schools here on the last day of the month preceding the results examination was 13,240, and the average number on rolls for the year was 13,274. The average daily attendance of these pupils was only 7,999, that is 60·2 per cent. of the number on rolls. These schools can accommodate 11,466 pupils in daily attendance, and as the schools are, on the whole, fairly distributed throughout the district, it thus appears that the aggregate school accommodation is amply sufficient as long as the present irregular character of school attendance continues. But though the total accommodation is quite adequate yet there are some localities where the schools are too numerous and the accommodation in excess, whilst there are at least twenty schools in which the accommodation is quite insufficient, especially during the first and third quarters of the year.

School-buildings.—The school-houses are generally in good order and fairly suitable. Of the school-houses 80 are good, 70 fair, and 4 bad. Two school-houses (Cullyhackey F. and Maxwell's Walls) have been recently enlarged and improved, two are soon to be replaced by new vested schools, and four others are likely to be enlarged, or superseded by new erections, at an early date. Thirty-two schools have no out-offices; in most of these cases no site can now be procured for them.

Buildings.

Managers.—Of the ordinary schools 114 are under clerical, and 38 under lay, management; but practically about one-half of them are

Managers.

Appendix D
Reports on
State of
Schools.
Mr.
Storitz.
Ballymacra.

managed by committees, the recognised managers merely acting as correspondents by *signing* the usual returns and applications. For the most part these committees attend carefully to the repairs of the school-buildings and furniture, but occasionally their interference in the appointment of teachers has been highly injurious to the progress of education in their respective localities. Even some managers quite independent of Committees, but actuated by local influence, have made equally unsatisfactory appointments. Whilst a majority of the managers, both lay and clerical, discharge their duties efficiently and conscientiously and make laudable exertions to promote the efficiency and prosperity of their schools, I regret to have to report that a considerable number are utterly careless regarding the welfare of their schools and seldom or never visit them, and that others are quite incompetent to discharge the duties of manager.

Teachers.—The literary attainments of the teachers of this district are very fair; their moral character is good, and their social position much respected. They discharge their onerous and important duties faithfully and honestly, and many of them with marked efficiency. To their assiduous and faithful discharge of duty much of their success is due, as few of them—only 39 per cent.—have had the advantages of regular training in the duties of their profession. When I got charge of this district on November 1, 1881, the schools were conducted by 180 teachers, of whom 10 were in first class, 60 in second class, 104 in third class, and 6 were provisionally classed. On December 31st, 1887, the teachers of the district as at present constituted were thus classified:—

Class.	Principals.		Assistants.		Totals.	
	M.	F.	M.	F.	M.	F.
I.,	6	6	—	—	6	6
II.,	5	7	2	1	7	8
III.,	43	29	2	7	45	36
III.,	38	21	5	18	43	39
Provisional,	—	—	—	1	—	1
Totals,	92	63	9	27	101	90

This table shows that the teachers are making satisfactory progress in their literary attainments, and that their classification is much higher than it was six years ago; but in consequence of the recent alterations in the limits of the district, the removal of several good teachers to more remunerative positions in other districts, and the retirement from the service of several others through age and infirmity, it does not show the actual progress made during the period just mentioned. The real progress in classification made by the teaching staff of the district during the past six years is shown in the following table:—

Number promoted to IIIA. or IIIC.,	88
“ “ “ IP.,	30
“ “ “ P.,	18
“ “ “ IA.,	9
Total promoted on Examination,	145

Not only are the teachers advancing in literary and scientific knowledge, but they are steadily improving in the knowledge and duties of their profession. This is manifested by the cleanliness of school-rooms and premises, the organization and discipline of their schools, the neatness and accuracy of school accounts, and the general

proficiency of their pupils as determined by the results examinations. *Appendix D.*
 Of the present staff 40 per cent are *well qualified and efficient teachers*, *Reports on*
 40 per cent. are *very fair*; 15 per cent. are *barely tolerable*; and 5 per *State of*
 cent are *very bad*. These utterly worthless teachers have been, for the *Schools.*
 most part, long in the service and are gradually passing out of it; a *Mr.*
 few of them are young and inexperienced and may improve. *Starrail.*

Monitors.—The monitors at present employed in the district number *Ballymena.*
 85. They are regularly and carefully instructed by their teachers in the *Monitors.*
 prescribed course of study, attentive and efficient in the discharge of
 their duties, and fairly successful at the annual examinations. As far
 as my personal observation extends I believe that the teachers are con-
 scientiously instructing and training these young persons to the best of
 their ability according to the prescribed programme; the answering at
 the July examinations last year fully justifies this belief. In July,
 1882, the average answering made by the seven monitors examined on
 C papers was 41·7 per cent., and in July, 1887, the average answering
 made by the nine monitors examined on C papers was 62·8 per cent.
 From this it appears that the improvement made by the monitors is
 quite equal to that made by the teachers.

Workmistresses.—There are at present 25 workmistresses employed *Work-*
 in the schools of this district. All these are attending regularly and *mistresses.*
 discharging their duties satisfactorily. There are also two or three
 temporary workmistresses.

Temporary Assistants.—In addition to the staff already mentioned *Temporary*
 there are two or three temporary assistants. These can have but little *Assistants.*
 interest in their work, and as far as my experience goes their services
 are comparatively worthless, unless in cases where the young persons so
 employed happen to be members of the teachers' families.

Attendance.—I have already shown that the average attendance is *Attendance*
 only 60·2 per cent. of the average number on rolls. This unsatisfactory
 attendance is chiefly due to the prevailingly agricultural character of the
 district. In one-tenth of the schools the average attendance does not
 exceed 50 per cent. of the number on rolls. This extremely unsatisfactory
 attendance is due partly to the employment of the children in agricul-
 tural operations, partly to the carelessness and the poverty of the
 parents, and partly to the generally inefficient character of the teaching
 in these schools. Improvement in the regularity of the attendance in
 all elementary schools is much needed, but it is not likely to be speedily
 effected without some compulsory measure.

Proficiency.—Notwithstanding the very irregular character of the *Proficiency.*
 attendance and the continued existence of some worthless schools, the
 general proficiency is fairly satisfactory. From the following comparison
 it appears that during the last five years the general answering has much
 improved :—

In 1882-3 it was 71·9 per cent.

" 1884-5 " 72·3 "

" 1887-8 " 79·2 "

Or, omitting schools recently annexed, " 80·1 "

This indicates very satisfactory progress especially during the last three
 years. Of 155 schools examined for results last year the answering
 was :—

In 38 schools from 90 to 100 per cent.

" 41 " 89 " 80 "

" 45 " 70 " 80 "

" 18 " 60 " 70 "

" 9 " 50 " 60 "

" 4 schools under 50 per cent.

- Appendix D.* *Reading.*—The general proficiency in this branch is fairly satisfactory as far as merely mechanical reading is concerned. With few exceptions the enunciation is *distinct* and *fluent*, and in all the best schools the reading is tolerably *intelligent*. *Explanation* is carefully attended to in about one-half of the schools. In all the schools the junior classes are well acquainted with the meanings of the words as given in their respective lesson books, but the meanings of other words and phrases selected from the reading lessons are seldom known, except in the good schools, and not satisfactorily even in them. That this important matter receives insufficient attention is probably owing to the large amount of work to be done during the results period in order to secure passes in the various subjects of the prescribed programmes, and to the irregular attendance of the pupils.
- Writing.*—Penmanship is carefully attended to in the great majority of the schools, and that of the junior classes is very much improved in all. The numerous series of copy-books with engraved headlines now supplied by the Commissioners leave the teachers without any excuse, and if they fail to instruct their pupils satisfactorily in this branch the failure must be the result of inadequate superintendence during the writing lesson or of the improper choice of copy-books. Of the latter I had to complain in my last general report, but the evil has now almost entirely disappeared. The slates supplied by the Board are not properly ruled for the use of the junior classes, and I have been obliged to direct the attention of the teachers to this matter. In most cases the teachers have provided proper supplies of large slates, and ruled them according to my instructions. To this and the use of a properly-ruled blackboard I attribute much of the improvement in the writing of the junior pupils.
- Arithmetic.* *Arithmetic.*—The general proficiency in this subject is highly satisfactory. In 90 per cent. of the schools the pupils perform their arithmetical exercises accurately and expeditiously, and in the majority they are fairly acquainted with the theory of arithmetical operations, and tolerably expert in mental calculations.
- Spelling.* *Spelling.*—In 1882 the oral spelling in this district was *fair* and spelling from dictation *very bad*—much worse than any I had ever found elsewhere. In 1884 the former was *very good*, the latter *fair*. At present the oral spelling is excellent; writing from dictation *very fair*.
- Grammar.* *Grammar.*—In one-half of the schools of the district this branch is taught successfully, and the proficiency is very fair; in a considerable number of these schools it is very good. In one-fourth of the schools the proficiency is tolerable, and in the remaining one-fourth it is bad. On the whole very great improvement has been made in this subject, and the general proficiency is fair. At the annual examinations in 1882 the average answering made by teachers and monitors in this subject was 33·2 per cent.; in 1884 it was 52·4 per cent., and in 1887 the answering of teachers and monitors examined—55 in all—was 66·5 per cent.
- Geography.* *Geography.*—The general proficiency in this branch has also improved very much, and it is now fair, though there are still some schools in which it is almost wholly neglected. The average answering made by teachers and monitors at the annual examinations of 1882 was 45·9 per cent.; in 1884 it was 49·2 per cent., and in 1887 it was 65·6 per cent. This shows a great improvement, especially during the last three years.
- Agriculture.* *Agriculture.*—This subject, notwithstanding the high results for, is

not taught successfully. Few of the teachers take the trouble of making up the prescribed book, and the teaching is merely perfunctory and therefore inefficient. In some of the good schools such as Tullynamullen, Ballybeg, Dunminning, and several others, it is well taught, but in general the proficiency is unsatisfactory.

Book-keeping.—This subject is taught in but few schools here, and the proficiency is only mediocre. To teach it effectively requires more time and attention than teachers in general can afford. Still it is taught with fair success in a few schools.

Extra Branches.—The principal extra branches taught in this district are geometry, algebra, vocal music, and drawing. In all these the proficiency is generally fair.

Appendix D.
Reports on
State of
Schools.
Mr
Starrit.
Ballymena.
Book-keep-
ing.
Extra
Branches.

I am, Gentlemen, your obedient servant,

S. STARRIT, District Inspector.

The Secretaries,

Education Office, Dublin.

Mr. W. J. M'CLINTOCK, B.A.

Mr. W. J.
M'Clintock
Donegal.

Donegal, March, 1888.

GENTLEMEN,—I beg to submit for the information of the Commissioners the following general report upon the schools in this district which have been under my supervision since March, 1883.

The shape of the district, which is extremely irregular in form, is determined by Donegal Bay and the ranges of mountains, which rise at various distances from the coast throughout nearly its entire length. The rivers Eask and Erne divide it into three distinct parts. At Donegal, on the Eask, the district is only six miles wide; at Ballyshannon, on the Erne, it is only four miles wide. From Donegal it extends westwards thirty-five miles, and embraces the coastline as far as Gwecharra Bay. The middle portion is bounded by the Eask on the west, and by the River Erne, Lough Erne, and the River Termon on the south and east. The remaining part, which is by far the smallest of the three, lies south of Ballyshannon, and runs to the northern boundary of county Sligo.

The entire length of the district is sixty-three miles, its breadth varies from four to sixteen miles. Most of the schools are near the coast, and none of them, except those in the neighbourhood of Pettigo, are more than half a dozen miles from it.

On the 31st of last December there were 145 schools in operation—one convent school, two workhouse schools, and 142 ordinary day schools. More than two-thirds of the houses are suitable, well built, and properly furnished. Of the remainder only ten are really bad. The majority of these lie towards the extreme west, where the country is very mountainous, the land very inferior, and the people exceptionally poor. In my report for 1885 I stated that there were upwards of twenty defective houses. Considerable improvements have been effected since. At Drummons and Ahanlish in co. Leitrim, two vested houses have taken

The
District.

Character of
School-
houses.

Appendix D. the places of the very unsuitable premises previously occupied. Grants have been made in three other similar cases towards the erection of houses vested in trustees, and I expect that at least two of them will be in operation before the close of next summer. Steps are being at present taken to obtain a grant in a sixth case. Some of the non-vested houses *Mr. W. J. M^r Clibb* have received repairs and additions. Four new schools, in localities not *Donegal* hitherto well provided for, were taken into connexion during the past two years.

Their distribution. The total accommodation afforded by the school-houses in the district—the workhouse schools excluded—is for 8,532 pupils; the average attendance for last year was 6,140. Some houses are never quite full, only a few are overcrowded at any season of the year. Their distribution accords very fairly on the whole with that of the population. In a few localities, however, I consider that the school-houses are too numerous, especially along the south-eastern side. In some of the villages also, where one or two large schools would suffice three and even four schools exist, some of them barely maintaining an average of thirty. The proficiency in these is usually low, as owing to the small attendance they fail to secure highly classed and efficient teachers; and a healthy rivalry amongst them cannot prevail as the children belonging to each religious denomination generally attend a particular school.

Rent and repairs. Except in two or three instances where a nominal sum is exacted, the teachers are exempt from the payment of rent for the school-houses, but I have reason to believe that in many cases they have to bear the expenses of repairs, &c., which should be defrayed by the trustees or the managers.

Teaching staff. The following figures show the classification of the teaching staff at the end of 1885, when there were 138 ordinary schools in operation, and at the end of 1887, when there were 142:—

	1885.		1887.	
	Principal.	Assistants.	Principal.	Assistants.
Class I., . . .	17	1	21	2
" II., . . .	61	9	59	9
" III., . . .	58	19	59	18
" Provisional, .	2	1	3	2
Total, .	138	30	142	31

The number of first class teachers increased by five during the past two years. These promotions were obtained chiefly in the training colleges. The number of second class teachers is somewhat less, and of third class somewhat greater than in 1885. The cause of this increase in the latter case was the prevalent practice of the managers appointing some local party—unclassed and inexperienced—when a vacancy occurred. This custom has now been almost put an end to by the cancelling of rule 151, and the substitution of one which practically compels the appointment of a person already classified. It was high time that some such regulation should be put in force. In 1886 seven monitors completed their course and passed their final examinations. In 1887 six did the same. Only one of the thirteen obtained employment within the district, and, so far as I can learn, only two elsewhere. In the meantime twelve young persons, unclassified, with little or no experience, nearly all local candidates, were appointed, for apparently no reason whatever, but that they desired to become teachers, resided in the neighbourhood of

their respective schools, and were known to, or had influence with the managers. It is only in the case of the first class teachers that the influence of the training colleges has yet been perceptibly felt here, but I expect that the new rule regarding appointments will soon change largely the present proportion of teachers in the different classes, and that the number of those in third class will diminish rapidly.

The annual changes in the *personnel* of the teaching staff are comparatively small. Within the district itself there are few inducements to leave. The population being almost wholly engaged in agriculture, fishing, or the rearing of cattle, without manufactures, and nearly without shipping, the male teachers have nothing better to which they can turn their hand, and the females are much better paid, and have shorter hours than if employed as dressmakers or shop-assistants.

It is a matter of regret that the bulk of the teachers do not make greater efforts to increase their incomes. It is hard to understand why a man complains from year to year of receiving a fixed salary of only £35 per annum, when it is quite within his power, by performing his duty efficiently and by diligent study, to raise it to £70. Instead of making every exertion to improve his position, instead, in fact, of helping himself, he too often settles down on obtaining his third class certificate performs his duty in an unskilful, indolent, half-hearted way, complains, of his low pay, and makes all sort of excuses for the unsatisfactory state of his school. A few of these do apply from time to time for admission to the July Examinations as candidates for promotion, but their applications cannot be entertained as they do not even attempt to bring their schools up to the requisite standard. The degree of efficiency required for second class is easily reached; that for first class is attained by some teachers under circumstances in no respect specially favourable, a fact which shows what can be done by careful and skilful work under conditions within the compass of nearly every ordinary school.

The attendance of the pupils is for the most part very irregular. In the seasons for field-work, the seniors leave to assist their parents; in the winter, the severity of the weather keeps many of the scantily-clothed, barefooted juniors at home. Children are also often kept away on the most frivolous pretexts, or they stay away of their own accord when they should be at school. The teachers, with much reason, complain of the apathy of parents. But they themselves, as a body, should bear a considerable share of the blame. The parents are in too many cases careless, but they can form a pretty fair idea whether a school is efficient or not, and if they see that their children are making little progress, they will naturally keep them at home on the slightest excuse. The appointment of a good teacher, as successor to an indifferent one invariably increases the attendance and vice versa. For example, a school in this district was taken into connexion with the Board in the year 1876. Up to the end of 1884, the highest annual average attendance was 29.3, the proficiency in the meantime being always low. In November, 1884, an active young teacher was appointed, and, as a consequence, the average for the next year was 41, and is now almost 48. The sole cause of this change is the efficiency with which the school is now being conducted. In another case the average rose from 28 in 1883, to 41 in 1887, and in another from 27 in 1884, to 49 in 1887. In this last instance the teacher, a young woman of twenty-two years of age, is working under great difficulties. Her school-house is a mere cabin, too small, badly lighted, and far inferior to the other school-houses in the locality. One example will serve to show the baneful effect which an indifferent teacher can produce. In a school opened in 1879, situated in a remote

Appendix D.
Reports on
State of
Schools.
Mr. W. J.
McClintock
Donegal.

Attendance
of Pupils.

Appendix D. part of the district, no other school being within a distance of four or five miles, the average attendance in 1881 was nearly sixty-three, and the proficiency was high. The teacher, who is naturally of an indolent disposition, gradually relaxed his efforts to promote the progress of his pupils, the attendance decreased year by year, and at last results examination I found the average reduced below twenty-nine, and the proficiency poor.

Mr. W. J. M'Clintock Denegal. At the end of 1885 I had fifty-seven monitors, at present I have only twenty-nine. The increased restrictions placed upon these appointments about a year ago has had various beneficial effects. It has considerably reduced the expenditure and the unnecessary work connected with the office, and the teachers who have monitors are, I believe, giving them more attention. The appointments, being fewer, are more highly prized than before, and monitors whose training is imperfect, and whose proficiency is unsatisfactory are being lopped off. A fair proportion of those who complete their course pass the final examination with credit and obtain third class certificates. Last year six out of nine passed, the previous year seven out of ten. In well-conducted schools, with an average of from forty to sixty in attendance, and with a fair proportion of the pupils in the senior classes, I find the services of these young persons valuable. They can, after a little experience, superintend the juniors with much effect, and towards the end of their course they are as useful as assistants.

Classification of schools in point of efficiency. With regard to the state of the schools in point of efficiency, I would class them as follows:—

Efficient,	.	.	.	50
Middling,	.	.	.	65
Inefficient,	.	.	.	30

The teachers of the "efficient" schools are well acquainted with the best methods of imparting instruction, and they practise them; they perform their duties faithfully, as servants in any public or private capacity should do; order and regularity are observable in their work; the arrangements of the Time Table are scrupulously attended to; the accounts are always in a satisfactory state; a sufficient supply of requisites is constantly kept on hand. These, it appears to me, are the teachers who possess the qualities referred to in Rule 127 and whom "the Commissioners are anxious to find, to encourage, and to reward."

Causes of low proficiency. So far as the teaching staff alone is responsible, the chief causes of the low proficiency in the majority of the schools are:—

1. The want of a strict observance of the regulations of the Time Table.
2. The failure of many teachers to keep all the children usefully employed.
3. The very limited use made of the blackboard.
4. The want of sufficient attention being given to explanation.

Time Table not strictly observed. Some subjects of the programme may be taught in a slipshod manner and yet the pupils make some progress in them—for instance, Reading and Writing; others, such as Dictation, require strict and skilful supervision, else the pupils will make no progress. The more active duty is, I regret to say, often shirked and the children are set to work Arithmetic out of their books or to write an exercise in Transcription, when they should be at Dictation, Grammar, or Geography. It is only when visiting incidentally or making a secondary inspection that I have an opportunity of noticing how the duty in this respect is discharged. It is very painful, and by no means unusual, to see the teacher, towards

the close of a lesson, edging up to the Time Table, and glancing furtively at it to find out what is to be done the next half-hour.

When in the desks, the pupils are often left without useful employment and due supervision. The juniors, especially, are allowed to pass much of their time in an unprofitable manner. The programme for the infants and first class children is so limited, and that for the upper classes so extensive, that even a good teacher is sometimes tempted to leave the little folks to themselves, ranged in the back seats. It is to be regretted that some plan has not been hit upon for relieving the tedium of the school-hours for these. A child below nine years of age cannot continue interested in its book or slate for four to five hours daily and almost consecutively. I think the school-hours should be shortened for such young children or they should be allowed recreation at least twice. Kindergarten is unknown here, and I have no hope of its early introduction. The teachers are not qualified to give instruction in it. There are no funds for the purchase of the requisite apparatus. The school furniture is not suitable for its use, nor sufficient for its preservation.

The use of the blackboard is for the most part confined to the setting of copy-lines for the first class and of questions in arithmetic for the juniors. Many schools have only one blackboard. No school is, in my opinion, properly furnished in this respect, that has not one for each draft circle on the floor and a large one for the use of the pupils in the desks, and no teacher is prepared to superintend a lesson with full effect who has not chalk and board at hand. There is no lesson whatever in which it cannot be brought into requisition with profit, and I would like to see the teacher with a piece of chalk in his hand almost constantly instead of being armed with a cane or ruler as is the prevailing custom. Visiting a school incidentally some time ago, I listened to the teacher giving the first class a lesson in spelling. A lad named James was asked to spell "coin." He missed it. "That's wrong," said the teacher, "try it again." James did so and again missed. "That's wrong, yet," said the teacher, "try it again." James tried again and failed. She then gave the word to each of the other children in the class, but they all spelled it wrong. Returning to James, she cried, "Try it again," and she kept hammering at him without success until I suggested that it would be better for her to tell the whole class at once how to spell the word correctly. Had this teacher had a blackboard at her hand and had she, the moment the class failed to spell the word, written it down on the board, the children would have learned something, and, as the eye would have assisted the ear, they would have recollected what they had learned much more easily. In grammar the same defect is apparent. The fifth class pupils are always examined in this subject on paper, and I frequently meet with such specimens of pausing as—*they*—a person of pronoun, third prael, nominative case. *not*—an egative adverb. *this*—a demonstrative pronoun. *where*—a nadverb.

The fourth weak point which I have noted is the want of due explanation. Too much time is taken up in mere reading, too little is devoted to an elucidation of the subject-matter. Fault has been found with the Lesson Books. It has been said that the arrangement of the pieces is defective, and their selection not always judicious. It has been suggested that complete works of continuous interest might be substituted with advantage. This may be so, but no improvement will affect the children much, unless the teachers do their plain duty in the matter with skill and care. In connection with this subject I may also mention the very limited use made of practical illustrations. This is noticeable in all subjects, but particularly so in geography and agriculture. When asked,

Appendix D.

Reports on State of Schools.

Mr. W. J. McCallum

Donegal.

Children not constantly employed.

Limited use of black-board.

Explanation and Practical Illustration.

Appendix D. What is the equator? the children, if taught, will say, "It is an imaginary line passing round the earth at an equal distance from each pole." To the next question, What shape is it? the almost invariable answer is either, "It is a straight line," or, "It is round like a ball or globe." This happens even where there is a small globe in the room. It is astonishing that at the end of twelve, sometimes of twenty-four, months fifth class boys and girls have not accurate ideas regarding the meanings of the terms equator, latitude, zone, &c.—meanings which could be clearly explained to them in two or three half-hour lessons by an intelligent teacher with a piece of chalk and any round object in his hands. I often find the children of the fourth class deficient in the knowledge of the ordinary geographical definitions of the physical divisions of land and water in cases where the waves of the Atlantic break within a few paces of the school door, and where they have before their eyes, day after day, islands, bays, peninsulas, &c., on a miniature scale. Agriculture is another subject in point. Many of the names of the crops mentioned in the text-book are mere names and nothing more to the pupils. In remote and mountainous localities this is to some extent necessarily so, but the remark holds good even in districts where specimens, if not actually common, could be easily procured by the teacher. Pupils who can name the natural grasses always say "no" when asked whether they have ever seen cocksfoot, &c., and the prevalent opinion, even where the plant is grown, is that linen is made from the inside portion of the stalk of flax and not from the fibre on the outside.

Reading.

Reading.—As the subject-matter of the lessons is not well understood reading generally is not intelligent; in about one-third of the schools it is otherwise very fair. A prevalent defect in inferior schools is the inability of the children to so much as attempt a grouping of the words according to the sense. The juniors name the words one by one, in the same tone of voice, pausing after each. This habit is acquired in the lowest classes and is often carried to the highest. The programme requires of First Class to read correctly lessons from the First Book, and the teachers appear to think that they have done their duty when they have taught the children to merely pronounce each word separately. But if they taught them to attend to the stops, and to attempt a proper grouping of the words, they would save themselves a vast amount of trouble afterwards. Occasionally the opposite extreme obtains. The words are pronounced as quickly as possible, commas and periods are alike ignored, and the child stops only when it must stop for want of breath. The chief faults in the repetition of poetry are hurry and inaccuracy. In some cases the pieces are carefully committed to memory, in many, they are not. Learning poetry by rote is of great importance when the child understands its meaning, but it is worse than useless when the recitation presents only a jumble of sounds without sense. The second stanza of a favourite piece in the Third Book begins thus—

Fling thy rocky portals wide,
Western ocean, western ocean,
Bend ye hills on either side
In solemn deep devotion.

The usual version given by the children is—

Fling thy rocky portens wide,
Westing ocean, westing ocean,
Bend the hills on either side
In solemn deep avotion.

What do they gain by such an exercise?

Writing is fair in the junior classes, middling in the senior. In more than one-half of the schools this subject receives less superintendence than any other in proportion to the time the pupils are engaged in it. When the teacher has sent the children to the seats with their copy-books and pens, he seems to think that he has done his duty to them for the next half-hour, and busies himself with the drafts on the floor till the end of the lesson. Then sometimes a hasty glance at each copy, accompanied by a remark as to the character of the writing, sometimes merely an order to "shut copybooks," completes the exercise and the children move to the floor again.

Appendix D
Reports on
State of
Schools.
Mr. W. J.
M'Clintock
Donegal.
Writing.

Spelling.—Oral Spelling is good. Dictation is very backward. This subject requires vigilant attention, and I am afraid it is often neglected, the pupils being set to work at something else demanding less active superintendence. The teacher often reads the dictation exercises on the day of examination, and, judging from the manner in which it is done, I believe few of them know how to do it properly. They read each phrase too often, they allow some of the pupils to lag behind the others, and they occasionally mispronounce some of the more difficult words. Some months ago, I set the assistant—a teacher of long experience—in a school considerably above the average in general proficiency, to read the dictation for fourth class. Before she had finished the third line different sections of the class were writing at three different parts of the exercise.

Spelling.

Arithmetic.—The juniors usually answer well in arithmetic. The weakest points are Numeration, and Long Division in Third Class. The seniors, though improved of late, are still far from satisfactory. In the upper classes the blackboard is not much used, the *rationale* of the subject is not properly explained, the pupils are too often left to books and cards. The result is that when they meet with a question somewhat differently put from that to which they have been accustomed, they fail to understand its import. The fourth class children often have no clear perception of the difference between reduction ascending and reduction descending. In fifth class proportion is not taught by the unit method, and failure to "state" the question properly is frequent. Notation and numeration are usually bad in the fourth and second stage of fifth classes, and I do not look for much improvement until more of the questions set for the Results Examinations involve an acquaintance with them necessary for a correct solution.

Arithmetic.

Grammar is still poor. The pupils take little interest in it, and they do not see any practical benefit likely to accrue from an acquaintance with it. I think that the technicalities with which it abounds are repellent to young minds. Only the most skilful teachers can make the subject attractive, and they are rewarded by seeing fair progress made under their fostering care. The text-book is chiefly used for setting home tasks, and these are not well learned. Much of the answering on examination day is mere guess-work. Fourth and fifth class children are to be met with who do not possess a sound knowledge of the parts of speech. Composition has hitherto been required from sixth class alone, and it formed part of the course in grammar. It seldom received much attention. The sixth class is usually very small and consequently the lesson in letter-writing was often overlooked. As it now forms part of the programme in writing for both the fifth and sixth classes I expect to see a marked improvement.

Grammar.

- Appendix D.* It is surprising that *Geography* occupies the same position as grammar with regard to the proficiency attained in it. It is extremely interesting and, unlike grammar, is not entirely book-work. The cause of the low standard reached is—the subject, like dictation, is sometimes neglected. The children are either not sent to the maps at the time set forth on the time table, or, if sent, they are left in charge of a pupil who knows nothing about how the lesson should be conducted, and whose method of instruction is of the most rambling character. The programme for the pass mark in second stage of fifth class is very limited—the geography of Ireland, and yet the proficiency of this class is, I think, lowest of all.
- Agriculture.* *Agriculture* is middling. The teachers confine themselves too much to the text-book. No subject admits so largely of practical illustration, but this is hardly ever resorted to. The proficiency in this branch is slowly improving.
- Needlework.* *Needlework* is good in the great majority of schools, but the senior girls are kept too much at what will be required of them on the day of examination. Hemming, stitching, top-sewing, and working button-holes on scraps of calico, together with plain knitting, is not suitable work for fifth and sixth class pupils throughout the year. They should be taught to patch, darn, make up common articles of dress, &c. There is not much done at “cutting-out.”
- Optional Subjects.* *Optional Subjects.*—Music is taught in a few schools, Book-keeping in a considerable number. In the latter subject the pupils always present the requisite sets written out and they answer oral questions with a fair degree of facility. They break down however, when, being given three or four entries out of the waste book, they are asked to open a suitable form of ledger and post these entries into it.
- Extra Subjects.* The extra branches taught are—Algebra, Geometry, Drawing, Physical Geography, Girls’ Reading Book, and the use of the sewing machine. Algebra is the most common, and is usually confined to two or three boys in Class VI. Only 313 individual pupils altogether were examined in these subjects last year. General proficiency is passable.
- Residences.* Twenty school-houses have residences attached to them. Only one of these has been built under the Residences Act. There are a few instances in which the long distance walked by the teacher each day to and from school interferes seriously with his efficiency.

I am, Gentlemen, your obedient servant,

W. J. MCCLINTOCK.

The Secretaries,
Education Office,
Marlboro’-street, Dublin.

Appendix D.

Reports on
State of
Schools.Dr. Moran,
Belfast.

Dr. JOHN MORAN.

Belfast, March, 1888.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, the following general report on the schools of the Northern Belfast district for the year 1887.

Since the date of my last general report (March, 1883) the number of day schools in operation has increased from 111 to 131. The majority of these new schools are some of the largest in Belfast. It may at first sight appear that the opening of new schools (within a given area) tends to lessen the attendance at the old ones, and that the amount of inspection work is not proportionally augmented. Belfast is, however, exceptional in this respect. The additional school accommodation is only commensurate with the growth of the town—especially on the northern side.

The number of pupils examined for results fees during year ended February, 1883, was 10,548; whereas for year now ended the number has risen to 13,387.

Of the 131 day schools in operation, 93 are situate in the town of Belfast, 10 in Lishurn, 4 in the suburban village of Ligonil, and 24 are scattered over a narrow strip of the country extending from Belfast to Lough Neagh. The average attendance of pupils of the district is 13,455.9.

Reading is, on the whole, good in this district. The pupils read with ease and expression, especially in the senior classes. The knowledge of the subject matter does not receive the attention it deserves; and the repetition of poetry is hurried and inaccurate, especially in 2nd, 3rd and 4th classes. The children are, as a rule, too young to grasp the subject matter, or to understand properly the drift of what they read. The pressure caused by the results system forces the children on from one class to another prematurely. When the classes are very large, the time set apart for reading is sufficient for little more than the mere mechanical reading of the lessons.

Spelling is well taught in the junior classes. In the senior classes it is considerably improved during the last few years. This I attribute mainly to the large number of exercise books written in school and at home, and to the supervision bestowed by the teachers on these valuable exercises. The dictation is in consequence improved, except in noisy schools. When the order and discipline are not good, I always expect the dictation exercise to turn out unsatisfactory; and I have never been disappointed in my expectation. I must, in justice to the Belfast teachers, say that a very noisy school is rarely met with; but in many cases the competition for pupils tends to a laxity of that strict discipline which is absolutely essential in a large school. There is still ample room for improvement in the spelling and dictation exercises.

Writing is, on the whole, improved within the past few years, especially in 2nd class. In third and higher classes I seldom meet with very good writing. Owing to the regular attendance at town schools and to the large numbers of exercise books written, the writing is not so bad as to justify an inspector in rejecting anything like a large propor-

Appendix D.
Reports on
State of
Schools.
Dr. Morris.
Belfast.

tion of the exercises written on the day of examination; but I regret to say that the greater portion of any awards are No. 2 passes in writing. To the youthfulness of the pupils, the pressure of the results system, and above all to the undue straining after extra branches I attribute the barely moderate state of the writing as well as of several portions of the ordinary programme. So long as a No. 2 pass secures the fee for writing, the teacher, as a rule, prefers to earn additional fees on optional and extra subjects. To remedy this, and as an encouragement for superior writing, I would respectfully suggest that in this important exercise a higher and a lower fee be paid for a No. 1 and a No. 2 pass respectively.

Arithmetic. *Arithmetic* is good in first and second classes; satisfactory in third and higher classes. This important subject continues to receive the most careful attention. Indeed it is often surprising to see the facility with which young children work the difficult arithmetical questions on our sixth class cards.

Grammar. *Grammar.*—I regret to say that my remarks in 1883 are still applicable in a great measure to the teaching of grammar. The ground work is laid in fourth class, and in this class the tendency is to neglect the parts of speech and attend to rote questions on etymology, learned chiefly from the text-book. I have tried to remedy this by requiring the pupils to parse etymologically from the fourth book. I am thus in a position to combine pass and sub-head, and to test the soundness of the teaching in its practical application. The smallness of the fee compared with those for extra branches still operates injuriously in this as well as in several other essential subjects. The defective teaching of etymological parsing in fourth class bears natural fruit in the grammar of fifth class first stage. For some time I had been in the habit of examining the parsing of fifth class on paper; but for several years past I have given up this course—except occasionally in a very large school. The sentences given to this class must necessarily be of the simplest construction. The children easily recognise the nominative, the verb, and the object; and the prepositions and other particles give them little trouble. The parsing then proceeds by formula in a mechanical manner. I now take them up in groups of three or four, and require them to parse each word fully, giving the reasons for saying “transitive” and “intransitive,” “regular” or “irregular,” &c. The field of view by which the extent and accuracy of the pupils’ knowledge is tested is thus enormously increased. Several years ago I examined a small fifth class orally in grammar, and was inclined to reject them all. As I was surprised at the result in that school I gave them paper. To my surprise I found that nearly all would be entitled to No. 1 passes. The pupils parse a good deal on paper—both as a school and as a home exercise, and receive too small an amount of oral teaching. Indeed so great is the pressure arising from the extensive field over which young pupils in this district are taken during the year that there is not time for doing justice to several subjects. When too much is attempted nothing is done well. In 5th and 6th classes the grammar is very much better relatively than in fourth and first stage of fifth. This arises from the regularity of the attendance in town schools, as well as from the comparatively smaller number of pupils in those classes. In very large classes it requires a very efficient teacher to keep up the attention of all the children at a grammar lesson.

Geography. *Geography* is, on the whole, much more satisfactorily taught than

grammar. It seems to be more popular with the pupils than formerly. Several beautifully drawn maps are occasionally presented to me by the senior pupils. I require them from the monitors; and the senior pupils in most of the schools follow the good example set them by the monitors.

Appendix D.

Reports on
State of
Schools.

Dr. Moran.

Belfast.

Agriculture

Agriculture is now better taught in the few rural schools under my inspection than formerly. It is, however, far from being satisfactory, even in these schools. Owing to the want of a practical acquaintance with rural pursuits—either by observation or experience, any attempt to introduce agriculture as an optional subject in the town schools has almost invariably proved a complete failure.

Owing to serious illness from which I suffered in the spring of last year, two efficient young inspectors (Messrs. Murphy and Craig) examined twenty-five of my schools. The numbers examined in *extra branches* in these schools is not immediately available. In the 102 schools examined by me, the number of pupils examined in these subjects was 5,463; and the total number of distinct examinations in extras amounted to 9,469. In the previous year the corresponding numbers were 5,383, and 9,296 in 121 schools. From this it will appear that in this district the teaching of extras is growing to an alarming extent. I say alarming, as I consider this undue straining after these subjects the great stumbling block to a sound elementary education of the vast majority of the pupils, who leave school at a very early age. Even in the best schools I find that too great a number of extras weakens the general answering of the entire school. Most of these young children leave school with a shallow and imperfect knowledge which is soon forgotten. The teachers are overworked; the children are bewildered with a number of subjects for which several have no capacity; and the time of the inspector—which might be more beneficially employed—absolutely wasted in several cases. This indiscriminate teaching of subjects—without any regard to the capacity of individual children, or to their future sphere of life, is of very doubtful practical utility. In most of our public schools the pupils select their subjects; but in our National Schools the teacher selects the subjects and teaches them indiscriminately to all the pupils, without any regard to what is suitable for the pupils individually, or even collectively. I beg leave to submit the following suggestions for curtailing the teaching of extra branches;—

Extra
Branches.

(1.) That no extra or optional subject, except singing and drawing, be paid for in 1st stage of 5th class.

(2.) That in 5th class only one extra be allowed in addition to singing and drawing.

(3.) That in 6th two such extras be allowed; and three in the 6th class second year.

(4.) That book-keeping commence with three sets in 5th class; five sets in 6th; and the entire course in 6th class second year.

(5.) That the amount thus saved be distributed over the fees paid for No. 1 passes in writing, and over the fees for spelling and grammar.

Monitors.—There are, I believe, in this district a larger number of monitors than in any other district in Ireland; and it affords me much gratification to be able to refer to the praiseworthy manner in which they discharge their duties in the schools, and to the diligence with which

Appendix D
Reports on
State of
Schools

Dr. Moran,
Belfast.

they pursue their own studies. Their success may be inferred from the answering at the July examinations for several years past. At the last July examination thirty-two young females were examined at the close of the fifth year on third class papers. All obtained classification on distinguished answering. At the same examination forty-five young girls were examined on paper D at the conclusion of the third year of service. All were retained on most creditable answering. So that of the seventy-seven mistresses examined in that year all passed; and there was not a single failure in any subject. The average answering of these seventy-seven young persons was between sixty and seventy per cent.

It is to me gratifying that of the 32 young girls examined on paper C, the greater number have since received appointments as assistants in some of the best schools in Belfast.

Teachers.

Teachers.—It affords me unqualified pleasure to be able to speak in the highest terms of the excellent staff of teachers in this District. It is not easy to estimate the large amount of valuable work performed here in most of the schools. If extra and optional subjects had not been taught so extensively, the proficiency would be in general most satisfactory. It is perhaps not reasonable to expect that the teachers should not secure as large a share of results fees as possible. I would not wish they should be deprived of a single penny of their well-earned income; but I would rather see it paid them for a sound elementary education of the younger children—of whom 96 per cent. leave school before they reach the sixth class.

Moral Tone,
&c.

The moral tone of the schools is all that could be desired; and the discipline and order are in general satisfactory. I have had occasionally to complain of the late attendance of some of the pupils in a few of the schools; and I believe I have succeeded in a great measure in rectifying this irregularity, as far as it can be practically effected. With so intelligent a body of teachers I have little need of interfering. So long as I get a good result I am satisfied; but any suggestion of mine is sure to meet a ready and willing assent.

School
Accounts.

I have not found it necessary to have any serious action taken in reference to the keeping of the school accounts; and yet I may safely say the accounts are kept with as much neatness, accuracy, and punctuality, as in any other District in Ireland.

Managers.]

With the managers my relations continue most satisfactory. It is gratifying to me to be able to state—towards the conclusion of the ninth year of my service as District Inspector here—that during all that time no disagreement or misunderstanding has arisen in a single instance.

I have the honour to be, gentlemen, your obedient servant,

JOHN MORAN.

Mr. J. GORDON, A.M.

Belfast, March, 1888.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners my second General Report on the state of the schools under my inspection during the last six years.

The area of my present district—Belfast, South—remains unchanged; but the labour of inspection has become oppressively heavy, owing to the vast increase both in schools and in school attendance. In my last General Report—that for 1884—I enumerated in detail an increase of 19 schools, 17 of which are located within the municipal boundary. For most of these schools commodious and well appointed school buildings were supplied by local effort, and many of them are at present among the largest and best taught schools in the district. During the last three years 15 more new schools have been added, 12 of which are within the municipal boundary. These include a two-storey brick building in Mabel-street, vested in the Commissioners, capable of accommodating 350 pupils; a two-storey building, non-vested, erected in M'Clure-street, with school accommodation for 300 pupils; another two-storey building in Aughrim-street, intended to replace a very old and unsuitable school-house in Victoria-place; a handsome structure, vested in trustees, with teacher's residence attached, recently erected in Hillsborough, for separate mixed and infant schools, to which the trustees of the Downshire Estate contributed one-third of the cost; with other buildings, new and old, of less imposing dimensions. In addition to this increase, a two-storey building, non-vested, has been erected in Institution-place, and the school reported on as an applicant case, but final action has not yet been taken with regard to it. The entire number of schools has recently been reduced by one female school which has been amalgamated with the male school adjoining, one infant school which has been joined to the mixed school under the same roof, and four evening schools which have become inoperative.

When I entered upon my duties here in August, 1881, there were only 100 schools in the district,—93 day and 7 evening,—with an average attendance of about 10,000. In March, 1885, the number of schools had increased to 119,—112 day and 7 evening,—with an average attendance of 12,546. At present date, March, 1888, they amount to 128 schools, 124 day and only 4 evening, with an average attendance of 13,913. In the Appendix to the Commissioners' Report for 1877 it will be seen that the average daily attendance for the day schools in this district for the results year ended 28th February, 1878, was 6,792, and the total number of pupils examined for results within the same year was 6,577. For the results year ended 29th February, 1888, the average daily attendance in the day schools was 13,713, and the total number examined for results in these day schools alone, exclusive of the evening schools, was 13,254—an increase of more than 100 per cent. within the last ten years!

Included in these 124 day schools are three Model School departments, with an average for the past year of 850; one Convent school with an average of 278; and one P.L.U. school in two departments, with an average of 252. These schools are located in Belfast. Of the remaining 119 ordinary day schools, 78 are town schools, with an average attendance of 10,264. Combining these with the 5 schools referred to above, there is in the district at present a total of 83 town schools, with an average daily attendance of 11,644, giving an average of 140 for each. There remain 41 rural schools, with an average of 2,069, or 50 to each school. The four evening schools have an average of about 200. As

Appendix D

Reports on
State of
SchoolsMr.
Gordon,Belfast,
District.New
schools.Increase in
attendance.

Appendix D.
Reports on
State of
Schools.

Mr.
Gordon.

Belfast.

Classifica-
tion of
pupils.

inspector of such a district my first impulse is to call attention to the enormous and almost overwhelming increase of my work; but it is more in keeping with the object of this report to allow these figures to speak for themselves, and rather to commend the well-directed energy and zeal which has studded Belfast with handsome and commodious schoolhouses, and filled them with pupils, thus affording an increased opportunity of acquiring a sound elementary education.

Comparing the classification of the pupils in 1884 and 1887, as presented at the results examination, the relative proportions in the junior and the senior classes at each of these dates may thus be set forth;—

				1884.	1887.
Infants	.	.	.	3,034	3,211
I.,	.	.	.	2,025	1,968
II.,	.	.	.	1,837	2,055
III.,	.	.	.	1,626	1,990
				72 per cent.	68.5 per cent.
IV.,	.	.	.	1,294	1,598
V.,	.	.	.	868	1,115
VI.,	.	.	.	546	715
VI.,	.	.	.	598	900
				28 per cent.	31.5 per cent.

showing that relatively the increase has been much greater in the senior classes.

Education
developing.

As the population of Belfast, and especially that part of it included in my district, is not increasing at so high a rate as the school attendance for the last few years, one must come to the conclusion that the education given in our National schools is gradually widening, so as to reach an increasing proportion of the population of school age. And this is borne out by the character of some of the schools recently opened. These are located in the poorest districts of the town, and most of the children attending them had never previously been pupils at any National school. One manager, for instance, when applying for a grant, was disappointed that the prefix "Ragged" was not considered a suitable epithet to associate with the word "National"; and in five or six other cases the same prefix, though not claimed, was at least equally applicable. But schools of this kind do not account for the somewhat abnormal increase in the senior classes. It is to the roomy, well-lighted, well-ventilated, and suitably furnished, recently-erected schoolhouses, with their carefully-selected staffs of highly-qualified teachers, that one must go to find not only the increase in the senior classes but the reason for it. Most of these schools are adjoining or connected with the churches of the different denominations, and have been established by the clergymen of these churches for the education of the young of their respective flocks. And it is now well known here that though the Model school maintains its high reputation for giving the best commercial education in Belfast, yet several other schools have recently sprung up, in addition to a few of older date, where an excellent elementary education, such as is given in the best National schools, may be obtained. Many parents who formerly preferred to send their children to private schools are thankful for the opportunity now afforded them of procuring an inexpensive and satisfactory education at the school connected with their own congregation. And so it is that many pupils who distinguish themselves afterwards at our high schools and academies commence their education at the National school; and an increasing number of our well-to-do shopkeepers, clerks, book-keepers, and others with fixed salaries, who intend their children for business are satisfied with the education thus afforded. The increase

in the senior classes may, I conceive, be very much accounted for in this way. Appendix D.

In the rural schools, on the other hand, the relative proportion in the senior classes is diminishing. My district includes portions of Antrim and Down reaching at the farthest point to about sixteen miles from Belfast, a few miles beyond Hillsborough. In my journeys of inspection through these apparently prosperous parts of the two counties, I notice that nearly all the labourers' cottages are pulled down or untenanted; and on making inquiry from managers and others I am informed that the labourers have nearly all left the country, and have flocked into Belfast to seek employment, not because they prefer town life, but because they cannot get constant work in the country. Hence, owing to this exodus, the rural population is diminishing, and the farmers are obliged to employ their own children at farm labour, though if times were better, and if they could afford to pay for help, their children would be kept longer and more regularly at school. Reports on
State of
Schools.
Mr.
Gordon.
Belfast.
Rural
schools.

In most of the town schools the quality and extent of the education imparted is keeping pace with the increase in the attendance of the pupils. Fifty-three of the schools in this part of the district have an average attendance ranging from 100 to 500 pupils. Of these, 10 schools have an average of from 250 to 500; 14 schools from 150 to 250; and 29, from 100 to 150. The total average daily attendance at these 53 schools, for the last year, was 9,289; being at the rate of 175 for each. Now, my experience is that the larger the average attendance is, the higher, as a rule, is the proficiency attained. And the reason is obvious. A school with a staff of from 6 to 10 assistants can be so organized as to supply a teacher for each class; this teacher is held responsible for the progress of his class and that only. If it turn out on examination that the pupils fail to exhibit satisfactory progress the teacher of the class is held accountable, and his success or failure is contrasted with that of the other assistants. Repeated failure results in dismissal or depression to a lower class in the school: and this acts as a wholesome incentive to effective work. Not only is the emulation between the assistants in the same school stimulated in this way, but many of the principal teachers themselves keep up a spirit of healthy rivalry with each other, comparing notes when the annual examination sheet is returned to them, and rousing their assistants to increased exertion in regard to any subject in which they may have fallen below expectation. This spirit of emulation has very much developed within the last few years. Town
schools.

But I cannot say so much for the rural schools. It is true that such schools as Hillhall, Ballymacbreannan, and Anahilt, under first class teachers; Carr, under a second class teacher; and Castlereagh, and Newport, under third class teachers, are really so well taught, and discipline and order so well maintained in them, that they might serve as models for the surrounding schools. But many of my rural schools are not of this character. Their teachers are deficient in education, energy, and ambition. In rural schools the attendance is irregular at best, but it is much more so when the school is badly taught. Hence when the year's work is tested at the results examination the senior pupils with from 100 to 120 attendances are likely to fail in almost every subject of their course. This is a state of things for which, at present, I can see no adequate remedy. The large and prosperous schools in Belfast attract not only the best principal teachers, but the promising assistants as well; so that most of the rural schools here fall into the hands of teachers of low qualifications and little ambition, some of whom have been tried and have failed to give satisfaction in the town schools.

Appendix D. This is an evil which our training colleges, even, are powerless to redress in the immediate future. For so far, only 5 teachers, trained in the recently opened training colleges, have found employment in this district; and no monitor here, when classed at the end of the monitorial course, seems to care for being trained if an appointment as assistant offers. Hence, untrained teachers, as assistants, are still largely in the majority; and the few who are being trained for their work at any of our training colleges will seek for and readily find employment in the town schools.

Reports on State of Schools.
Mr. Gordon.
Belfast.
Model Schools.

The Model School maintains its high character for efficiency in all departments. The attendance for a time fell off in consequence of the interruption to work caused by the disturbed state of the town in the summer of 1886,—the school building and premises being taken possession of by the troops and constabulary, not only during the midsummer vacation, but for some weeks after the school should have resumed business. All departments suffered, but the greatest falling off was in the attendance of the female and the infant schools. Though the average daily attendance for the past year has been exceptionally low in consequence, at present date the number on rolls is as high as at any former period of its history; and there is evidence, from the large number of recent admissions, that this state of things will continue. In face of the fact that there have lately sprung up several superior National schools in town, both in my own and in the adjoining districts, where an excellent education is afforded, I think it speaks well for the continued popularity of the Model School, that it has not snuffered, but is really advancing both in usefulness and importance. In the male department 294 pupils were presented in fifth and sixth classes at the results examination recently held, of whom 112 were examined in sixth; some of these latter having been examined more than once previously in this class. A class of aspirants to Intermediate honours continues to be taught by the Head Master and some of his assistants; and though their only reward is the credit they obtain, their pupils have earned a fair share of exhibitions, medals, prizes, and honour passes. Miss Cleary and Miss Heritago, both so long known and so highly esteemed as the efficient and faithful Head Mistresses of the female and the infant departments, have lately retired on pension, and their places have been filled by Miss Macdonald and Miss French, two ladies whose previous experience and success as the Head Mistresses of other Model Schools have secured for them the highly important and honourable position which they now hold.

Convent School.

The Convent School in Sussex-place—the only school of this class in the district—deserves special mention for the excellence of its organization, the suitability and cheerfulness of its commodious and handsomely furnished schoolrooms, and above all for the skill, earnestness, and zeal of the ladies in charge. It has an average daily attendance of nearly 300 pupils, with three departments—infant, junior, and senior. In the infant department Kindergarten occupations and amusements have been introduced with marked success. The junior and senior departments are taught in separate rooms, both of which are amply furnished with all necessary appliances. At last examination this school obtained the highest merit grant on very satisfactory answering. It is a real blessing to that part of the town in which it is situated to have such an institution established in its midst, where not only a sound secular education is given, but where habits of neatness and order, respectful and kindly demeanour, and the practical influences of our common Christianity are so faithfully inculcated and fostered.

The female department of the Poor Law Union school is in a very satisfactory state, both as regards proficiency and discipline. The male

department has improved very much in both these respects within the last year or two, but the teachers have still much to do before the entire school can be reported on as uniformly good.

In reporting specially on the state of the ordinary schools, I do not think it necessary to take up in detail the several subjects of the school programme, both because I have little to add in the way of observations and suggestions to what I have repeated over and over again in former reports, and because I consider that as regards these subjects, most of the teachers aim at securing passes for their pupils in all of them, whilst a large proportion of the whole are not satisfied with less than *No. 1* passes. But in respect of the sub-heads, I regret that I am compelled to chronicle a less complimentary history. It is by no means unusual to find a class, or a school even, in which the pass mark in reading must, in the majority of cases, be given as *satisfactory*, and yet the want of acquaintance with the subject matter, or the hurried and monotonously unintelligent repetition of the poetry furnishes ample evidence of the teacher's ability and willingness to distinguish between a pass subject and a sub-head. The same discriminating power on the teachers' part is illustrated by the too generally unsatisfactory state of the school exercises in writing, of notation and mental calculation in arithmetic, and of the physical and mathematical definitions, &c., in geography. In this connection I have often thought that it was a mistake to print the words "Pass Mark" on the examination roll.

Agriculture,—a subject, in rural schools, compulsory for boys and optional for girls in fourth and higher classes,—is very well taught in a few schools, fairly in a few more, and poorly in several. Occasionally girls are presented in this subject, but they seldom pass in it with much credit.

Needlework, with a few honourable exceptions, is not well taught. I believe that owing to the pressure put on the assistants to secure creditable passes in the literary subjects, sufficient time is not spared for it in many of the large mixed and in some of the large female schools. I could name several schools producing satisfactory results in most other subjects, where the needlework does not get even a fair share of attention. So much indifferent work is presented from day to day that one's judgment is in danger of getting somewhat vitiated, and possibly the marking papers may not always tell so doleful a tale as I am now putting on record.

Book-keeping, as an optional subject, is widely, and on the whole, successfully taught to both boys and girls.

Vocal music is almost universally taught in the town, and in a few of the rural schools. The tonic sol-fa system has been introduced with fair success into the Model School, and by Mr. Anderson, an external teacher, into all the schools in which he is employed. It would appear from the readiness with which the pupils learn to take intervals, and to sol-fa music at sight, that this system is much better adapted for school purposes than the elaborate and more mechanically constructed system known as "Hullah's." Except in a few schools such as the Convent School in Sussex-place, St. Mary's male and female, some of those taught by Mr. Anderson, and about half a dozen others, including the Model School, the song singing is deficient both in sweetness and harmony. This is too often to be traced, not so much to any alleged want of sympathy with the "concord of sweet sounds," in the Northern temperament, as to the wide-spread desire on the part of teachers, musical and unmusical, to earn results fees in this subject. Almost every school in Belfast must have some teacher, principal or assistant, holding a certificate of competency to teach vocal music. Though this

Appendix.

Reports on
State of
Schools.Mr.
Gordon.

Belfast.

Ordinary
schools.

Agriculture

Needle-
work.Book-
keeping.Vocal
music.

Appendix D.
Reports on
State of
Schools.

Mr.
Gordon.

Belfast.

Extra
branches.

certificate is given, in the first instance, for *theory* alone, any teacher holding it, and fairly qualified in other respects, is sure to find employment. It is only when the annual results examination comes round that the inspector too often discovers how slightly ear and voice have been cultivated, either in singing the scale, taking intervals, or joining in melodies and harmonized pieces.

The most popular *extra* subjects are drawing, taught to both boys and girls, and algebra and geometry taught chiefly to boys; though in a few mixed schools, girls are presented in these latter branches. In a few schools drawing is well taught, but in a great many cases I consider that the time spent in teaching it is little better than wasted. Algebra when commenced in second stage fifth class, and geometry, when commenced in sixth class, as is the practice in the Model School, are usually successfully taught. Failure too often results if an attempt is made to teach these subjects at a lower stage of the pupils' classification. Physical geography is well taught in the male department of the Model School, and fairly in a few other schools. A commencement has been made in French and Latin in a few schools, but I do not consider that sufficient time is devoted to them to enable teachers, no matter how competent, to make real progress. Girls' reading book and sewing machine have been popular hitherto; but, with the recent additions to the programmes in these subjects, I conceive that fewer pupils will in future be presented for examination in them. In one school a well-taught class is kept up in elementary inorganic chemistry.

Optional
and extra
branches.

To show the extent to which optional and extra subjects are taught here, I have only to refer to my summary of work for the year just closed. From it I learn that 6,600 pupils have been presented for examination in optional and extra branches since 1st March, 1887, and that no less than 13,211 distinct examinations were held in these subjects within the same period. Hence may be inferred the almost universal effort to secure results fees in vocal music and drawing; as these branches by descending so low as second and third class, respectively, tend to swell the numbers enormously.

Technical
education.

In a large manufacturing centre like Belfast, where manual training and technical education are so much needed, it is disappointing to find that kindergarten occupations and handicraft have for so far received almost no encouragement in our schools. Our merchants and manufacturers are not to blame for this, as a great effort is being made by them to establish and develop technical education in an evening technical school recently opened for the training of adults. But surely this is beginning at the wrong end. The managers of our day schools who have done so much for the literary and commercial training of the young, could do a great deal more for many of them, if they could be induced to make arrangements whereby kindergarten occupations and training would be taught in all the infant schools and infant departments in the town, and handicraft taught to the elder male pupils in the male and mixed schools. For so far, kindergarten occupations have been introduced into only three schools, and handicraft not at all. In one of the largest and most popular educational establishments in Scotland—Gordon College, Aberdeen—which I visited two years ago, I found a technical department in full operation. This was intended for the special training of those students who were not preparing for professional life. But during my visit I noticed a class of boys passing from their Latin lesson to the workshop, where turning in wood and metal, moulding, carpenter work, &c., &c., were taken up as dexterously and as deftly, and much more intelligently, than it would have been by ordinary apprentices. Why should not something similar

be attempted in the male department of the Model School, in the way of handicraft, to supplement and develop the kindergarten occupations so successfully introduced in the infant department?

During the past year I have held 205 school examinations of monitors, in addition to the special examination of those who had completed their third or their fifth year of service. In all these examinations, with few exceptions, the answering was entirely satisfactory. Nearly all who were presented at the termination of their fifth year passed creditably and were classed, and almost all the third year's monitors were retained. A staff of over 200 monitors implies an annual increase of between thirty and forty young persons—in this district chiefly females—qualified to be employed as teachers; a number in excess of the annual requirement of even so large a district as this. And so it happens that many well qualified and competent young girls are thrown out of employment as soon as they have completed their period of service as monitors, and are in the end compelled to fall back upon some less remunerative mode of earning a living. The pupil teachers, trained in the model school, pass almost without exception at their first examination, and most of them take a high per-centage at their second. For so far they find employment readily, many of them before completing the second year of their course.

In the matter of discipline I am glad to be able to state that there is an improvement since last general report. An effort is really being made in all the good schools to secure something like quietness in making the periodic changes. In most of the female, and in some of the male and mixed schools, the softening rhythmic influence of music, either a march played on the harmonium or a marching song sung in suitable time by the pupils, is found to be very helpful. *Constant occupation* is a great aid in securing good discipline, and this is just what is brought about in the large schools by entrusting one class only to each assistant. If our large school buildings were erected solely for the uses of the day school, and if the interior arrangements, including the size and the number of the rooms, were planned so as to afford compartments separated by walls or partitions, for class teaching, another step would be taken in the direction of good discipline. One inevitable cause of disturbance and distraction, resulting in something like demoralization as regards discipline, is the crowding of several large classes under different teachers into one large room, where the "confusion of tongues" sounds more like the playground than the schoolroom.

I have nothing to complain of in the way of unpunctual or late attendance on the part of either teachers or pupils. The schools, according to the time tables suspended in them, commence at ten o'clock, with few exceptions; but I hardly ever enter a school between half-past nine and ten o'clock without finding the teachers at work, both principal and assistants, occupied with an extra class, the time for which does not appear on the time table, but which is a reality, nevertheless, and in the teacher's estimation, a necessity. In this extra half-hour, many a backward pupil or weak subject is brought up to the standard required by the programme, and without this half-hour's extra work there would be, doubtless, many a failure. The success with which a teacher assembles his pupils at half-past nine instead of ten o'clock may, as a rule, be taken as an index of his general efficiency and ability in other respects.

As regards the school accounts, things continue very much as they have existed for years. There is no tendency, and indeed little or no temptation, to exaggeration or falsification in recording the daily attendance; an incomplete attendance may now and then be overlooked, or a slight mistake in calling the roll may sometimes occur, but this is all.

Appendix D. It is to me a matter of great satisfaction that even in the largest schools the daily attendance is so accurately recorded. I have frequently checked the roll soon after roll-call in several of these schools, and the result has uniformly been to strengthen my confidence in the faithfulness and integrity of the principal teachers.

Reports on State of Schools.
Mr. Gordon. In my former report I referred to the sources of income of the teachers in Belfast. It is unnecessary to do more here than merely to state that the Belfast Union continues contributory, and that school fees ranging from £50 to £150 a year—in one exceptional case to £250,—are paid to the principal teachers in the large and more important schools. Even in the rural schools a considerable amount of school fees is collected, and some of the teachers have annual donations and free residences, in addition. The assistants, with a few exceptions, are left to depend entirely on their fixed salaries and their proportion of results fees; but it is not an unusual thing for a female assistant to earn a salary of £50 a year in this way. Next to the clergy, and hand in hand with them, our teachers have become a power in the community, a power which in Belfast is beginning to be felt, and which is destined, I hope, to educate, elevate and humanize that stratum of the population among whom their lot is more immediately cast, and for whose improvement and development, mentally and morally, they are as a class so well remunerated here.

Income of teachers.
Managers. It may, perhaps, be an evidence of the confidence which the managers of rural schools repose in me, that so few of them visit their schools at the results examination. And some of them, I fear, make their visits few and far between, even at other times. It is different with the managers of most of the town schools. They take a lively interest in everything connected with the success of their schools, including the regular attendance and progress of the pupils. These are usually the schools which show the best results on examination. Teachers are only human, and it is all the better for them and their schools when the word of commendation or reproof which should also be a word in season, is not left entirely to the official action of the inspector and the Commissioners.

Teachers. It affords me sincere pleasure and gratification to bear testimony to the uniformly kindly spirit in which the teachers, both principals and assistants, do all in their power to facilitate the work at the results examination, which in the large schools, onerous and trying as it must ever be even under the most favourable circumstances, could be made doubly irksome and worrying, if the teachers stood aloof, or rendered assistance in a grudging or perfunctory way.

Inspectors' assistant. To Mr. Clements, also, the excellent Inspectors' assistant located in Belfast, this official acknowledgement is due for the hearty and pains-taking manner in which he has helped to lighten the labour for me of many a long and weary day's work, and for the ability, practical good sense and judgment which he brings to bear on every department of an inspector's work.

Increase of work. It is only fair to myself to add that although the work in this district has increased enormously within the last few years, the assistance afforded me, up to the present, stands exactly as it was fixed by the Head Inspector in 1882, shortly after I was moved to Belfast; and that during the past year I have neither asked for nor received aid from any assisting inspector.

I have the honour to be, gentlemen,

Your obedient servant,

J. GORDON.

The Secretaries,
 &c. &c.

Appendix D.

Reports on
State of
Schools.Mr. J. W.
Rodgers.
Armagh.

MR. J. W. RODGERS, A.M.

Armagh, March, 1888.

GENTLEMEN,—In accordance with your instructions I beg to submit the following General Report on this District which has been under my superintendence since August, 1885. During that time six new schools have been aided by the Board and seventeen others, formerly in connection with the Dungannon District, have been attached to mine. Including these additions there are now 152 schools, 4 of which are in county Tyrone and all the others in county Armagh. Besides the official centre which contains over 10,000 inhabitants, the only considerable towns here are Keady, Tanderagee, Markethill, Caledon, and Darkley. The population of the district is chiefly agricultural, but there are extensive linen factories and one woollen factory which give employment to a good many people. Elementary education is supplied almost wholly by the National schools. There is one school in Armagh city taught by the Christian Brothers', and there may be some others either of the adventure class or supported by private individuals, the Erasmus Smith's Board, or the Church Education Society, but these are so few in number as not to affect the general statement. Clergymen and others interested in the spread of education appear to be quite satisfied with the facilities for religious instruction afforded by the Commissioners, and they appreciate the active supervision and the regular and methodical examinations extended to the National schools. Moreover, it seldom happens that in any parish or neighbourhood funds could be raised sufficient to support in efficiency one or more purely denominational schools. Those established by the State may therefore be said to have a clear field, and it is of the greatest importance that all connected with them should realise the responsibilities which this position involves.

Additions
to District.School pro-
vision.School
accommoda-
tion.

Repairs.

Appliances.

On the whole the schoolhouses are fairly suitable for the purpose for which they are used. Few of them can be described as bad, and about sixty are good substantial structures well lighted and ventilated, with slated roofs and boarded floors. A beautiful schoolhouse with two rooms was erected during the past year in the town of Tanderagee by the Rev. J. Donnelly, the Commissioners supplying two-thirds of the entire outlay. Another excellent one was also built last year in the Newtownhamilton neighbourhood, by Rev. D. Jamison, with a teacher's residence adjoining. The cost of the residence was lent by the Board of Works, and the usual building grant was made by the Education Board towards the erection of the schoolhouse. Extensive additions have been made to the Convent schoolhouses at Keady and Middletown, both of which are now every way admirable. Repairs are usually executed by the managers, with funds at their disposal, although there are some few cases, fortunately exceptional, in which teachers have been obliged to pay for repairs out of their own scanty earnings. I have seldom to complain of an inadequate supply of sale stock, but all the large maps required, and now almost indispensable for teaching geography, are not always met with. Sometimes the parents of the pupils or a well-to-do neighbour can be prevailed on to pay the cost of such appliances. Teachers also may do much in the same direction without being at any actual expense themselves. Soon after coming here I noticed in a

Appendix B. school which I visited that the supply of large maps was unusually limited and called attention to the matter. I would have been well satisfied if the Maps of the World and Ireland had been provided, but on my return to the school a year afterwards I was not a little surprised to find there nearly all Smith's large maps. As there were no local funds for providing such requisites the teacher took the matter in hand himself. He got cards printed announcing that a lecture would be delivered in the school-room by a National schoolmaster who had been engaged for the purpose. The cards were sold without difficulty, and the lecture was duly delivered and appreciated, and, better still, the sum received for the admission tickets was more than sufficient to pay for all the maps it was thought necessary or desirable to provide.

Teachers' residences. There are 55 free residences attached to schools here, affording accommodation to 59 teachers. Seven of them have been built under the Teachers Residence Act. Of the others 13 are good, and the rest tolerable. Loans have been recently applied for, so that a few more of these dwellings will probably be put up during the current year. Sometimes there is a difficulty in procuring suitable sites, and one case has come to my knowledge in which a site was promised, but could not be accepted when the terms became known. The grantor's solicitor was asked by the grantee to prepare the lease, but when ready, one of the covenants was of so vexatious a character that the school manager refused to sign it, and after paying smartly for the document, as he was required to do, gave up all further negotiations.

Under multiplication of Schools. Generally the distribution of the schools accords with that of the population, but in some portions of the district the multiplication of schools has been overdone. Looking over the list I find 9 with an average below 30, and 42 in which the average reaches 30, but is under 40. It does not always follow that because schools are numerous education is advancing. On the contrary, it may be regarded as a certain fact, that if the schools be unduly multiplied, education will be materially injured. Good teachers will not take charge of these small schools except as a stepping stone to something better, and the unfortunate persons who do soon discover that in the scramble for scholars they lose the respect of their neighbours, and what is still worse, self-respect. They are powerless to enforce discipline, or the preparation of home lessons, or the payment of school fees; for the moment a determined move is made in that direction, off go the aggrieved pupils to another school, where they are received with open arms, as a means by which the average attendance may be raised a little and the results fees increased. I have noticed that it is usual here to place small schools with a mixed attendance of boys and girls in charge of female teachers. This is probably unavoidable, as men usually succeed in securing more lucrative employment, but the arrangement is not always satisfactory. Up to a certain point women can teach as well, if not better, than men, but they are not able to control big grown boys, and, in consequence, do not encourage them to attend. Besides, boys of twelve years of age and upwards have got an idea that it is degrading to be taught by a female teacher, and they either attend such schools with reluctance, and learn little, or stay away from school altogether. It would be a step in the right direction if the Commissioners would make their grants conditional on the average attendance amounting to 40 instead of 30 as at present, and on the applicant school being situated, if in a rural district, at a distance of at least two miles from any existing National school. Their modified grants might also be restricted, as seems to have been first intended, to schools without which children would be debarred from

Mixed Schools conducted by Female Teachers.

Suggestions

receiving religious instruction in accordance with the faith of their parents. In some portions of the South and West with which I was for a time connected, there is an obvious reason for aiding schools with an average below 30, but here the religious difficulty does not exist in the same form, or may be got over by allowing the children to walk a short distance.

The 146 principal teachers in the ordinary schools are classed as follows:—

Class.	Males.	Females.	Total.	Classification of Teachers.
I.,	17	13	30	
II.,	33	25	58	
III.,	32	19	51	
Unclassed,	—	2	2	

The classification compares favourably with that of teachers in other districts. A good many have got into the First and Second classes. Still the number in the Third class is larger than it ought to be; and although every facility is allowed by me to those seeking promotion if their schools are fairly conducted, the number present at the Annual Examinations is not large. Last year 20 sought and obtained permission to attend, but only 14 put in an appearance. It may not be without interest to add that of these 14 who had courage to face the ordeal, 7, or exactly one-half, were rewarded with success.

The conduct of the teachers is, as a rule, excellent. As a body, they are distinguished for industry, sobriety, and obedience to the law. Notwithstanding the temptations with which they are beset, and the inadequate remuneration for their services, which many of them undoubtedly receive, they are seldom betrayed into a course of action unbecoming the position which they occupy as instructors of the young.

Some teachers are able to supplement their small incomes by private tuition, some by shopkeeping, and some by farming. Eleven conduct classes under the Science and Art Department, and it is worthy of note that one of these, recently a pupil teacher in a Model School, whose salary from the Board amounts to £35 per annum, received £39 15s. last year on account of his science pupils, to whom he gave instruction for six months from one to three evenings in the week. The subjects taught were mathematics and agriculture.

The amount returned to me for all the schools in the district under the head of Donations and Local Endowments is £971 2s. 8d. The permanent endowments are very valuable. Some are contributed by the landlord of the property on which the school is situated, some by the heads of extensive factories for the benefit of the children of their workpeople, and some were left for educational purposes by persons long since dead. £50 per annum is paid to the Mullaghmore National School from the rents of the Armagh Royal School estate. The Mall Schools get among them £48 per annum from Primate Stuart's bequests, Drelincourt Schools £55 from the bequests chiefly of Mrs. Drelincourt, and Primates Boulter and Robinson, and Olonmain, £45 from the bequests of a deceased medical gentleman. Two schools recently aided by the Board, receive from the patroness in one case £40 per annum, and in the other £20. So many and liberal grants have been made that it might appear invidious were I to particularise further.

As regards the state of instruction in the schools I am able to speak on the whole favourably. Many of the schools are conducted with much ability and success, and I have no doubt that considerable improvement has been effected during the short time I have been here.

Appendix D.
Reports on
State of
Schools.

Mr. J. W.
Rodgers.

Armagh.

Classification
of
Teachers.

Character of
Teachers.

How some
of them in-
crease their
incomes.

Local en-
dowments.

State of in-
struction.

Appendix D. The importance of keeping up the attendance in the senior classes is, I am glad to say, more generally and fully realised, and a more earnest effort made in that direction in many quarters. Numerous cases might be adduced in illustration, but I shall content myself with two: In one school of forty-seven presented for examination in October, 1885, six were in the senior classes. In October, 1887, the number in the senior classes had increased to fourteen. In another school of thirty-eight examined in January, 1886, thirteen were in the senior classes, while in January, 1888, the number had increased to twenty.

Reports on State of Schools.
Mr. J. W. Rodgers.
Armagh.

Skilful and industrious Teachers should be rewarded.

It occurs to me that much might be done to stimulate the teachers to still greater efforts. The Commissioners might mark in a much more tangible way than they have yet done, their approval of those members of the body who are able to pass all, or nearly all, their pupils in a satisfactory manner at Result Examinations. A merit grant as in England has been proposed, and the suggestion is worthy of a trial. At all events some arrangement might and ought to be devised, which would place skilful and industrious teachers on a different level from that occupied by the unskilful and idle. I would suggest for the consideration of the Board, that an increased fee might be paid for No. 1 passes. For many years back the Inspectors have been required to distinguish on the Marking Paper at Result Examinations, the answering of the pupils who pass well on each subject, from that of those who though they pass, yet acquit themselves indifferently. The mark in the first case is 1, and in the second 2. Hitherto the fee has been the same, although the value of the work done is very different. This arrangement seems too favourable to a system of teaching characterised by want of thoroughness and cram, and is calculated to leave an impression that any sort of answering will satisfy which does not actually amount to failure.

Certain subjects should be made obligatory in fact as well as in name.

Another suggestion I beg leave to make before closing this report. There are certain subjects on the Board's programme for pupils which are usually called obligatory and others optional. Those belonging to the first class are reading, writing, arithmetic, spelling, grammar, and geography, and in rural districts agriculture. It is of vast importance to the children that they should have a reasonable knowledge of the first six of these at least before they leave our schools. There are many teachers who do much to accomplish this, and in a way leaving little to be desired, so far as they are concerned, but there are others who almost invariably neglect one or more of the branches referred to. Would it not be well for the public interests that they should all be made obligatory, not in name merely, but in fact? It would contribute to this end if Note XII. to the programme for pupils were altered as follows:—No fee for any optional or extra branch is payable in the case of a pupil who fails in reading, spelling, writing, arithmetic, grammar, or geography. I beg to recommend this alteration. The proposal is simply to extend to grammar and geography the principle which is embodied in the Note at present, but which relates to reading, writing, arithmetic, and spelling only.

Conclusion.

In conclusion I have to thank the managers for their friendly co-operation, and for their kind attention to myself personally. Many of them take a lively interest in their schools, and notwithstanding their numerous and varied engagements, do much to advance the interests of education in their respective neighbourhoods.

I am, gentlemen, your obedient servant,

J. W. RODGERS, Inspector of N.S.s.

To Secretaries, &c.

Mr. J. M'K. WARNER, R.A.

Ballinamore, 7th March, 1888.

GENTLEMEN,—I have the honour to submit the following general report on the National Schools of the Ballinamore District, in which I have been engaged for the last five years. A general report on the same District was prepared by me in February, 1886.

This District is composed of parts of the counties of Leitrim, Cavan, and Fermanagh, extending from the Upper Lough Erne to Lough Allen, and from the source of the Shannon on the north to beyond the villages of Cloone and Carrigallen, and nearly to Mohill, on the south; the most remarkable change in the circumstances of this tract of country is that it is now traversed by a railway, running from Belturbet to Drogheda on the Shannon, a branch tramway being in course of construction from Ballinamore to the Arigna coal district.

At the close of 1887 there were in operation here 123 Ordinary schools, one Convent school, and one Poor Law Union school.

The Convent school, formerly only an infant school, has for the last few years had a senior department under the Board, and both departments have made very creditable progress since the change.

The schools are fairly distributed according to the needs of the population. In three cases at least, in localities which could properly support only one mixed school, both a male and a female school still exist. Where separate schools can be maintained in vigorous health it is doubtless better to have them, but if the average in each is only just over the minimum they cannot retain good teachers. Two of the three pairs of schools now referred to are barely two miles distant from one another. In one of the small towns of this district are two schools strikingly illustrating the effect of each denomination insisting on having a school of some sort for itself. The attendance in one is just over the thirty; for one short period it had an excellent teacher, and the number went up to thirty-five or more, but as no school fees were paid, and he therefore lost part of his results fees, he of course left as soon as he could. In the other the numbers barely reach twenty; there is a male or a female teacher according as anyone is induced to take the place, and this teacher may or not be efficient, but the general condition of affairs is that at any one time one of the two schools is fairly taught and the other is not. There is a constant change of teachers in both, several of the pupils also inclining to one or the other according to circumstances. Managers (clerical) of both have often expressed to me their sense of the evils of such an arrangement, and their wish for an amalgamation.

One much needed school was last year added to the list in the extreme south of the district; pupils from the locality were formerly walking three miles or more. The attendance is already much over 100.

Houses.—The unsatisfactory nature of so many of the school buildings continues to be the special feature of this district. While however there still remains much to complain of in this respect, I am glad to be able to report that much progress has been made even in the last two years; but as this is a short period at best I shall now give a statement of the changes which have taken place in the last five, with the details of which I am myself acquainted.

Since March, 1883, five schools have been struck off the roll as no longer required. On the other hand, three new schools have been added

Appendix D.

Reports on
State of
Schools.Mr.
Warner.Ballina-
more.Introduc-
tion.
Situation of
District.Number of
Schools.Distribution
of Schools.

Houses.

Improvements in
Houses.

Appendix D.
Reports on
State of
Schools.
Mr.
Warner.
Ballin-
more.

to the list—one of these had existence previously, but was not under the Board; four have been enlarged, nine had or unsuitable houses have been replaced by new and good buildings, and one by two new schools (M. and F.); four other bad houses are to be replaced by buildings in course of erection or about to be erected. Nine of the new buildings belong to the last two years, and in the same period efforts have been made to supersede at least nine other bad houses and to enlarge three others, eight of these cases reaching the stage of my report. It is worthy of note that the difficulty in at least five of the cases was in regard to securing a satisfactory lease, and that the same difficulty considerably delayed several of the improvements already effected.

There remains as I said much room for improvement. Thirty-four schools, without early prospect of improvement, are held in houses which can never have been suitable; of these five are female schools with male schools adjoining, built apparently on the principle that the boys would require twice as much room as the girls. Besides these cases three of the largest, and from their position most important schools, are held in houses much too small. One of these, with accommodation for seventy-five, has an average attendance of over 130, and often has more than 200 in the room.

Of the eighteen new houses provided thirteen are Vested in Trustees, built on the two-thirds grant; the others were built without State aid. It is to be noted that I have had no case of application for a loan under Rule 250 (Act of 1884). When I have suggested, on a difficulty arising as to a grant for a Vested school, the possibility of the loan, I have commonly been asked by Managers—"Who would pay the interest?" Teachers generally do not like the suggestion either, for they seem to know the answer to the question, in the form—"Who would have to pay it?"

I have still to complain that an undue share of the duty of repairs of houses, furniture, &c., is left to the teacher.

Local Aid.

Local Aid.—Six schools of this District are in a contributory union: to five of these there is no other local aid; for one over £6 is returned as received in school fees. For other ordinary schools the average amount received from local sources, according to returns received from the teachers, is about £11 14s. per school; and although it has seldom occurred that results fees were lost owing to local aid deficiency, teachers are very anxious to have their unions contributory. About thirteen schools receive considerable local contributions; one receives annually £25, one £20, the others from £15 to £4. Smaller amounts are received in about a dozen others. In five of those receiving the larger sums no school fees are paid. In another school assisted till 1885 by a donation of £6 from the landlord, payment of school fees has not yet commenced at all; in another, on a similar discontinuance of a donation, more than a year elapsed before a successful attempt to obtain school fees was made, and little is yet paid in this form. About a month ago I received a letter from a parent of pupils, one seemingly in circumstances much above the average, asking if teachers were allowed to charge school fees, as legal proceedings had been taken against himself to recover them. Such and similar indications, considered along with the great difficulty of adequately checking returns of school fees, and with the fact that it is in so many cases the teacher's interest to exaggerate the amounts, lead me to regard without complete confidence returns of the kind, and to wish that the payment of results fees in no way depended on them. If payment of school fees

were made as has been suggested through the Managers, one of the evil effects might be at least lessened.

Teaching Staff.—There is only one male assistant in this district; there are about thirty female assistants (including junior literary assistants), with two temporary female assistants and six work-mistresses. There are at present only twenty paid monitors; many schools are by attendance qualified for the recognition of a monitor, but either the nature of the house or the quality otherwise of the training likely to be received renders it impossible for me, according to the rules, to recommend one. Now, as the attendance in some of these cases is really too large for one to take charge of, here is another respect, besides those that are obvious, in which the bad accommodation restricts and mars the instruction. Leaving out of consideration the Convent school, two of the Principals are in First Class, fifty-two in Second Class, and seventy in Third Class or unclassified; thus there are now seven more above Third Class than there were two years ago.

Of the 124 principals only fifty-one are trained or are now in Training Colleges; recent changes in the rules will no doubt effect a steady increase in this proportion. Speaking of training, Managers and others sometimes refer to the advantage to be derived as consisting in the teacher's acquiring a better method of conveying information; this better method is doubtless very desirable, but he must first have some information to convey. Persons so speaking should reflect on the scanty opportunities many of the present staff of teachers have had of receiving education themselves. Many have been pupils only in ordinary schools, and the answering on which they first received their classification may have barely reached the minimum; others have been monitors only, often in bad houses under mediocre teachers. Teachers of natural ability and common sense can do a good deal, with the help of books, towards training themselves in the externals of order and system and method; to have an opportunity of themselves receiving solid instruction, and also of seeing the externals fully developed in natural sequence on this foundation, is the reason why they should when young take advantage of these institutions.

In regard to very necessary externals, the condition of the school-room as to sanitation, neatness, and order is one respect in which I am sorry to say there is much room for improvement; I fear also that general and early improvement is not to be expected. Order cannot be satisfactory in a small and unsuitable schoolhouse, and it is not wonderful that teachers who have never been trained or had other opportunities of seeing orderly work do not at once when transferred to a good house know how to profit by the change. Ventilation, even of houses admitting of it, I find it difficult to secure; in some of the bad houses there is no window or other opening above the level of one's head, and many of the windows do not open above, and only an inch or two below, or not at all. The disposition of caps and cloaks is another matter of which I have constantly to complain. It is only the worst houses which have not room for a rack of three or four rows, and the expense incurred in the erection of a simple kind would be little or nothing. If a porch and more elaborate arrangement can be had all the better, but the simplest rack would be preferable to the pile of wet clothing often found in a damp and dirty corner of the earthen floor. In regard to copy-books, ink-bottles, pointers, &c., and their distribution, a similar disregard of order is conspicuous. I have often seen a teacher take up more than ten minutes of the time for a writing or dictation lesson in finding and giving out, or throwing, with his own hands, the

Appendix D.

Reports on
State of
Schools.Mr.
Warner.Ballin-
more.
Staff.

Training.

Neatness
and Order

Appendix D.

Reports on
State of
Schools.

Mr.

Warner.

Ballin-
more.

Vacations.

necessary materials. The supply of map-pointers is seldom satisfactory; at results examinations of course something of the sort is forthcoming, but on other occasions when I ask for even one I find that it is still growing in a neighbouring hedge.

I mention these few matters merely as common examples of a defect which, as trained teachers and better houses increase, will be less frequently noticeable. Meanwhile one can only point out the faults from time to time, and here and there effect a little.

Vacations.—Before passing on to the details of proficiency I wish to say a few words on one striking effect of an examination system of payment, the vacations, or transference of them to otherwise unsuitable seasons of the year. The Board's Rules allow vacations to the extent of forty school days in the year, exclusive of Saturdays and holidays. Few schools of course take the maximum; as the holidays come to some eight or nine days in most schools, and as Saturday is generally a whole holiday, this maximum would hardly be required in any schools of this district. The small amounts taken in some, however, and the seasons selected, are remarkable. Taking as instances the Christmas and summer vacations, and considering schools, unaffected by special temporary causes, examined in January of this year, I find that ten of the eleven took no Christmas vacation, and one took one day. February is farther away from Christmas, but the cause still acts; of nine examined in it one took one day, two took two days, one took three, three took five, and the other two, in charge of temporary teachers, took longer periods. Of the March schools last year one excellent school took but three days, one middling school took one day, and one good school took none at all. Considering the summer vacations in the same way, I find that the schools examined in September (leaving out the Poor Law Union school) commonly take their vacations sometime between September and November, the October schools almost all take theirs in October and November, while three November schools and one December school take no summer vacation. One May school had last year no vacation except in August. Having none at either of these seasons is of course the exception, but the instances I give will show the tendency. Of course also those which have little or none at Christmas or in summer as a rule have rather more than others at Easter, but the in itself unsuitable disposition of the periods remains.

The reason for selecting such seasons or having no vacation varies. Sometimes it is a wish to prepare the pupils for the approaching examination, some necessarily had attenders having otherwise a poor chance—with good attenders it should not be necessary. The design commonly is that as many as possible of the pupils may make the attendance of one hundred days. Some of the irregular periods no doubt suit very well for country occupations, and the attendance of most country children is poor at the best. I do not however consider it a healthy condition of school work either for children or teachers that there should be no complete suspension of business from early in April till late in December, or from one August to the next.

Proficiency.

Proficiency generally.—On the whole I consider that not less than seventy of the schools are efficient or fairly so, ten or eleven are inefficient, and the others middling. There is no very conspicuous change as regards the several subjects since 1886.

Reading.

Reading.—Mechanical reading is fair generally; worst in Classes II. and IV. More than mechanical reading is seldom attempted, and

with the present low and irregular attendance I do not think much more can as a rule be fairly expected.

Writing.—This subject is in most schools very fair, and in some good; it would be better if the programme in all classes made the quality, as to neatness and care, of the copies, &c., exhibited for the year count directly in the pass.

Now that letter-writing is to form part of the results examination in the two stages of Fifth Class, doubtless various anomalies of address and signature will disappear. It has hitherto been not uncommon to find pupils of V.th month after month signing letters "yours truly friend," "yours affectionate cousin," "I remain your brother," and such like, without any trace of correction.

Arithmetic.—Arithmetic is fair generally to Class III. inclusive, fair or middling above III. according to the amount of real teaching it gets. The school Time Table is often vague as to this subject; it does not say whether "Arithmetic" means a practice exercise in desks or a teaching exercise on the floor; inquiry generally shows that in the school there is very little teaching at any time; the black-board is not used for demonstration, and the floor exercise only differs from that in the desks, in the fact that in the former the teacher has a book and dictates the sums, while in the latter one or some or all of the pupils have books.

Spelling.—This subject is in this district fairly taught as a rule; methodical correction of seniors' errors is much more common than heretofore, and I often observe, in schools hitherto deficient in this respect, an endeavour to make the juniors pronounce the letters separately.

The method of reading dictation is sometimes very unsatisfactory even in fairly efficient schools, and in the middling or bad is often such as to make failures a certainty. Properly conducted a dictation lesson is an excellent disciplinary exercise, but in the schools I speak of it seems designed to illustrate confusion. The teacher, even when reading for but one class and attending to no other work, reads the passage either a word or two at a time, or in pieces of two lines at a time, without intelligent grouping, and he reads it as often as there is any pupil wanting to hear it again, and there is not even some silent signal for such repetitions; furthermore he lets some pupils lag behind the others. Before the reading process is over he is reading in two or three places, and the room is a babel of "what's after" this, that, and the other, from the pupils, and "where are you now, Mary?" or "what was I at last?" or "have you done that?" from the teacher, with the various replies on both sides; the consequent waste of time leaves little for correction of errors. In one school under a very fair teacher where this goes on, I think it is largely due to the fact that the attendance is about double of what the room would properly hold, the teachers being long since reconciled to noise by despair of maintaining discipline under such conditions.

Grammar is as before fair in juniors, fair or middling in seniors according to the teacher's own knowledge of the subject. Incompleteness in the parsing of Fifth and Sixth Classes is very common, not only at results examinations but throughout the year. Thus pupils are not made say what the adjectives and adverbs qualify or modify, and exactly the same words will be employed to parse "he struck" and "he was struck," unless perhaps that "was struck" will be called intransitive; various tenses such as "struck," "did strike," "had struck," will all be loosely described as "past," without any attempt at more precise description. The text-books are seldom well known;

Appendix D.
—
Reports on
State of
Schools.
—
Mr.
Warner.

Ballina-
more.
—
Writing.

Arithmetic.

Spelling.

Grammar.

Appendix D. in this as in other subjects the "Home Lessons"—often a misnomer, as they are prepared in school—are absurdly short.

Reports on State of Schools. In *Geography* the proficiency is generally fair or middling except in Class VI., in which the answering is seldom satisfactory. I am still of opinion that the answering in the higher classes would be improved by prescribing in the Programme definite portions of particular text-books.

Mr. Warner. I have often wondered that in order to increase the practical value of this subject, an end now-a-days kept so much in view, particulars of the principal railway lines of the pupils' own country have not taken a prominent place in school geographies. One would suppose that a knowledge of the line on or near which a town is situated, and its means of communication with seaports and with centres of various trades and industries, is at least as valuable as acquaintance with the name of some insignificant stream which flows past it.

Agriculture, &c. *Agriculture* is as before good in a few schools, poor or middling as a rule; in mixed schools under male teachers girls are now generally taught the text-book.

Book-keeping is taught in only a small proportion of the schools.

Needlework is generally very fair in Classes II. and III., fair in the others.

Vocal Music is taught at present in only four schools; it is about to be introduced I believe in two or three more.

Extras. *Extras.*—*Drawing* is taught in only five schools, *Instrumental Music* in one, and *French* in one. *Girls' Reading Book*, *Physical Geography*, and *Sewing Machine* have been presented in some, *Algebra* and *Geometry* are generally taught in about five-and-twenty. The answering in *Geometry* generally gives evidence of careless teaching. Boys run through a proposition without once thinking of quoting authorities for the successive steps in the argument, obviously because they have not been required during the year to quote them, while the very necessary word "therefore" is ignored, "and" taking its place. At the examination the teacher, listening to the performance, is surprised to find that it is not considered satisfactory.

Extra subjects it will be seen are not much taught here. It is clear that unless the obligatory subjects are neglected (of which agriculture is now one in so many schools), the extras must be taught outside school hours. The ordinary hours with present attendance will bear no more, and there are sometimes signs that they have too much to bear already; the heavy fees now paid in agriculture sometimes direct the teacher's main efforts to that subject, grammar and geography suffering in proportion.

Programme. As heretofore I sometimes find even teachers of ability neglecting to read the Programme with care. In one respect perhaps the Programme itself might be more explicit or less extensive; I have known teachers here and elsewhere ignorant of any distinction between "sub-heads" and the other portions of it, and I have known others bear the distinction very carefully in mind.

I have the honour to be, gentlemen,

Your obedient servant,

J. M^R. WARNER,

Inspector of National Schools.

The Secretaries,
Education Office.

Appendix D.

Reports on
State of
Schools.Mr.
Downing.
Galway.

Mr. E. DOWNING

Galway, 7th March, 1888.

GENTLEMEN,—In compliance with your instructions I beg to submit the following general report on the Galway district, within which there are at present 153 schools in operation.

The premises in 13 cases are vested in the Commissioners, and are kept regularly in good repair, under the direction of the Board of Public Works. Three of these houses, being a long time built, need certain improvements to adapt them to modern notions of school organization; and a fourth needs enlargement: the remaining nine are very suitable, and satisfactory in all respects. School
premises.

The premises vested in local trustees number 63, with 8 sites on which buildings are in course of erection. Of the 63 in use, 16 are so new as not yet to need any considerable repairs; 25 others have been kept in fair order; 18 are in middling, and 4 in bad condition. These premises vested in local trustees do not receive anything like the triennial general renovation given to those vested in the Commissioners, and therefore, as a whole, make an unfavourable contrast. The trustees in reality take no practical interest in them, and the expenses devolve altogether on the managers and teachers. There is great need of some system of providing the necessary funds to preserve this considerable public property in decent condition, and from premature decay.

There are, then, 77 non-vested schoolhouses, of which 24 are suitable and in good condition, and 27 others fairly satisfactory. The remaining 26 are inferior, and need to be soon superseded.

The schoolrooms, in the aggregate, afford accommodation for 13,000 pupils, whilst the maximum attendance last year was slightly under 12,000, the number on rolls being over 15,000, the average daily attendance 9,093, and the number examined for payment of results fees 10,192. The schools are excellently distributed to suit the requirements of the district. There are now but two localities inconveniently remote from a school; and the number of children excluded from education through distance is insignificant. In seven instances the rooms are more or less inadequate to the attendance. The schools are, almost without exception, fairly, at least, supplied with furniture, apparatus, books, and stationery.

There is a marked absence from the school plots in general of shrubs or flowers, or other attempt at ornamentation. They impress me with a want of fostering care. Even the sward is, as a rule, disagreeably bare from trespassing cattle. Glass is broken and other injuries are done very often whilst the rooms are unoccupied. These circumstances lead me to regret that the teacher's residence is not more frequently on the school plot or immediately adjoining it, so that the premises might be properly cared.

Thirteen teachers' residences have been erected under the Act. Besides these there are 28 free residences given by the managers; but 6 of them are very inferior. Residences.

Although the population of my district has very considerably decreased within the ten years during which I have been resident in it, the attendance at the schools has increased in a very remarkable degree. Attendance.

Appendix D. Fifty new schools have been opened within that period, commanding a yearly average attendance of 51 pupils per school, whilst the attendance at the schools previously in operation has increased by 28 per cent. This great progress is to be attributed to the influence of the managers, the energy of the teachers, and the growing intelligence of the people. *Mr. Downing.* The construction of numerous by-roads as relief works has facilitated the coming to school, and so contributed materially to this happy result. *Galway.* I estimate the present population of my district at a little over 80,000; and we have on the rolls the names of over 15,000 pupils all of whom really attend more or less, as the rule is strictly adhered to of striking off the name after a continuous absence of thirteen weeks. In a district so poor and so wild as Connemara the attendance is, of course, necessarily irregular, yet a fair number, 10,192, qualified by making 100 or more attendances to earn results fees for the teachers last year.

Proficiency. Thirty per cent. of the children on rolls are of the infant class. Bearing this fact in mind, and considering how much the future well-doing depends on the early training of the child, too much importance cannot be attached to this fundamental portion of school work. I therefore propose to myself the question—what are we doing for our infants?

Infants. There are in the district nine special infant schools or separate infant departments, in each of which a satisfactory systematic training is given to the little ones, and in eight of which the Kindergarten exercises are successfully carried on. Into only three others have "suitable exercises" for infants been introduced. In the remaining schools, almost without exception, the infants are efficiently taught to read the tablets, but that is virtually all that is done for them. On the other hand, they are made to sit quiet for hours without occupation, acquiring habits of indolence and inattention that operate seriously against their subsequent progress. The proper treatment of infants in the ordinary rural school is one of the most important problems in school management to be yet solved.

The great advantage of special infant training might be considerably diffused if managers were to establish in rural districts, instead of separate boys' and girls' departments, an infant department and an advanced one. At present a mistress very skilful in the management of "infants" may be found explaining imperfectly and with difficulty some principles of arithmetic to two or three grown girls, whilst the master in the adjoining room, it may be her husband, is striving against nature to adapt himself to his infants, after having gone over some minutes previously, in excellent style, that same portion of arithmetic for two or three boys. The possible economy is too obvious to need further illustration.

Reading. Reading, as a mere mechanical art, is efficiently taught, but when one comes to test the power of the pupils to gather the meaning, and acquire knowledge from a book, there is sore disappointment still. I fear this will be the case so long as explanation is a mere sub-head of the programme. Correct and fluent reading without explanation is very valuable up to, and including Fourth Class; but after that, it does not merit a fee. In Fifth and Sixth Classes, payment should, in my opinion, depend mainly on the explanation of properly selected passages. It is a grievous blot upon our schools to constantly find senior pupils reading what they do not understand. I am aware that the time devoted to the explanation of the reading lessons is quite insufficient; in many schools it practically receives no attention. The teachers of these schools find the strain of the programme otherwise too great, to allow sufficient time for the successful teaching of explanation, which they accordingly

give up in despair. They do an honest amount of work without it, but of work, in my opinion, of low relative value. I advocate a considerable simplification of the programme in certain branches, particularly arithmetic; and then insistence upon thoroughly good language-teaching.

I still rather frequently find, when I visit unexpectedly, the whole senior division of a small school, that is to say, the Sixth, Fifth, and Fourth classes, standing in one large draft around the teacher at a reading lesson; although the hand-book so clearly explains that reading is the subject at which sub-division into small drafts is most necessary. On a recent occasion, for instance, I found thirty pupils in such a draft; and as the lesson lasted but for half an hour, each pupil had, on an average, just one minute for practice. Imperfect explanations were given for four words, and that was all the language-teaching for the day. If those pupils practised reading in small drafts, and if the teacher confined himself to what the pupils could not do for themselves, a good deal, though not sufficient, might be effected at explanation within the half-hour.

One embarrassing source of difficulty in teaching explanation lies in the profusion of allusions, in the reading lessons, to subjects, such as History and Natural Science, of which the pupils have no previous knowledge. How is the teacher to explain, within the limits of a reading lesson, such a term as "feudal," or "Norman," or "senate," to children who have not read a page of history? What can such pupils make of the noting on "Bosworth Field," given at page 422 of Sixth Book; or on "Hyperides," at page 436? In the sketch of George Stephenson such terms occur as "inclined plane," "adhesion," "blast-pipe," "tubular boiler," "miners' safety lamp." The explanations of these that I hear given, leave the pupils no wiser than before, and blunt, rather than sharpen a spirit of inquiry. Adults not engaged in teaching are apt to forget the tedious process by which they gradually derived an adequate understanding of such terms as these from elementary treatises. The lesson on "The Atmosphere" is a perfect enigma to those who have not some elementary knowledge of the principles of Heat, Light, and Sound.

The proficiency at Penmanship and Spelling is satisfactory. Our senior pupils, very generally, write a neat hand expertly, and spell well. Most of the errors that occur in the Dictation exercises are for want of understanding the passage.

A great deal of time is devoted in the schools to Arithmetic; an undue proportion, in my opinion, considering its relative practical value to the pupils in after-life. A thorough knowledge of the elementary rules and the power of making, with accuracy and rapidity, the calculations that ordinarily occur in humble life, are of the highest importance, but it seems to me that beyond this we should not go, until we have first secured to the children a thoroughly good knowledge of the one language on which they are dependent for the accumulation of knowledge, and the communication of thought. An hour at least is assigned to this branch on the time-tables; an hour and a half in some schools, and in reality more time than this is given to it, whilst but a few minutes are devoted to language-teaching. And yet I cannot record a satisfactory practical result; for, although there is a fair percentage of passes on the test cards, the proficiency at Mental Arithmetic and Totting is decidedly low, and Notation is badly neglected. These are in my estimation most serious defects.

As I set great value on a good beginning, I regret to find that

R

Appendix D.
Reports on
State of
Schools.

Mr.
Downing.
Galway.

Penmanship
and spelling

Arithmetic.

Appendix D.

Reports on
State of
Schools.Mr.
Douglas,
Galway.Grammar
and
geography.Composi-
tion.

Agriculture

Needle-
work.

the pupils of First Class do not, as a rule, receive sufficient exercise on the addition tables; and, consequently, when doing their simple exercises on slate, they have to run over in their minds the consecutive items of the table. For instance, if the numbers to be added be 5 and 4, they must begin at 5 and 1, 5 and 2, &c. Children who can do no better than this, have not been properly exercised. Here, again, it seems to me, the amalgamation of the sub-heads would be advantageous.

The requirements of the programme respecting grammar and geography are fairly carried into effect. In the written parsing exercises of first stage of fifth class, the technical terms are frequently misspelled, from which I infer that, in their case, there is not sufficient written exercise. It is unpardonable to find misspelled such words as must be presumed to have been written over and over again. Blunders, too, rather frequently occur that indicate that the pupils do not understand certain expressions. A noted example is—"particular rising" for "particularising," a term which I earnestly wish banished from these exercises.

I regret that more use is not made, at the geography lessons, of blank maps. Every school should be provided with a blank map of Ireland at all events, and such is not the case.

That the instruction in grammar does not sensibly lead to the writing of good English is proved more and more every day. Pupils who parse with great and even strict accuracy very difficult passages of prose and poetry, hand in letters teeming with gross solecisms, as well as vulgarisms. I greatly approve of the new regulation making the letter a part of the test for the fee for writing, and commencing with the first stage of fifth class; but as it is of so great practical value, and comparatively difficult to teach, I should like to see the fee increased, even at the expense of grammar and geography.

Sufficient attention is not paid to the manner in which the pupils express themselves orally. I constantly find teachers accepting answers that are imperfect, rude, and even ungrammatical, without correction: more than satisfied when some knowledge of the matter in question is evinced; and not at all adverting to the opportunity and necessity for language-teaching.

The text of the little work on agriculture is, very generally, taught with care and intelligence, and with fair success. I am confident that great good will yet result from this instruction. Of course, it is to be deplored that practical illustrations cannot everywhere be afforded. It is astounding to consider the ignorance of the people through the greater part of my district, concerning the one industry on which they are totally dependent; an agricultural country where the people know no vegetable but the potato, cabbage, and onion; and where but one planting of cabbage is made in the year! The instruction in agriculture would be of great importance if it served no other purpose than saving us from the national disgrace of letting our boys go to America not knowing what a mangel, or parsnip, or plough is.

All the branches of plain sewing and knitting are efficiently taught. The convent schools continue to be conspicuous for the excellence of the industrial training given; but some of the ordinary schools, too, make a very creditable display. I was particularly pleased at the St. Nicholas and Carrabrown schools with the large and varied assortment of work executed during the past year by very young pupils. At Moycullen, the senior girls exhibited specimens of all kinds of female garment of full size, and of men's shirts, both woollen and cotton ones, with plaited

linen fronts. Many of the female garments were neatly trimmed with embroidery worked by the pupils. Each garment had been cut out, sewn, and, in case of the shirts, washed, starched, and ironed by a certain pupil unaided. I expect that a similar display will in future be common.

Instruction in cutting out is tolerably attended to; but is, as yet, scarcely methodical enough. I have suggested that every school should be supplied with a good set of patterns. "Scientific dressmaking" is taught in three schools. Most of the female teachers have procured sewing machines, and taught their senior pupils how to use them.

The special Industrial department opened during the past year in the Newtownsmith Convent School is ably conducted, supplies a want much felt, and promises to effect vast good. The industries taught include dressmaking, knitting, use of sewing and knitting machines, various kinds of lace work, crewel and other sorts of embroidery, cork work, basket-making, and book-binding. A great variety of occupations is obviously desirable. It would not suit to have all the girls of a town book-binders or basket-makers. I saw some specimens of "Limerick" lace in course of execution by the pupils, after patterns of beautiful, and, I believe, original design.

A cookery class, and a most successful and interesting one, is in operation for over two years in the Clarendonbridge Convent School. The senior girls composing the class have been trained to perform the various culinary operations with great neatness and most deftly; and are able to rationally explain the principles by which these operations are guided. At the last examination the practical tests were:—to make and bake a brown loaf; to lay a breakfast table completely with prepared tea and coffee, boiled eggs, and chops; minced meat patties; apple-pie; corn-flour prepared for an invalid, and whey. Special attention is given to the more simple cooking required in peasant homes. I sincerely trust it may be found possible before long to extend the blessing of such invaluable training to several centres in my district.

Girls' Reading Book and Domestic Economy combined is an extra branch that is working its way rather rapidly into the girls' schools, for the managers greatly approve of its practical utility.

One teacher has obtained a certificate of competency to teach handicraft, but unfortunately his school is attended by very few grown boys. The instruction which I saw given was most interesting and useful, and the pupils were obviously attracted to it. I am surprised that this branch is not making more headway. There is nothing more soothing to the brain of a hard student than the practice of some manual art. To the teachers themselves, therefore, it would afford delightful recreation. As to the blessing it would confer in rural districts there can be no second opinion.

A good beginning, however, has, on the whole, been made, even in this most backward region, in the direction of industrial training; a quiet natural beginning, that is, in my opinion, certain to develop into importance. It is from such beginnings, and not from those that are heralded with trumpets, that great and lasting results ensue. Seeds must be sown in spring-time; but until the genial warmth of summer arrives the leaflets are insignificant, and for a long time wholly invisible beneath the surface of the soil. And it is so with much of our present difficult work in the West. I cannot too forcibly express how highly appreciated every effort is in the direction of making primary education more and more practical. Not two per cent. of all the children in my district will ever attain to or require a superior education: the 98 per

Appendix D.
Reports on
State of
Schools.

Mr.
Downing.
Galway.

Classics,
French,
and Irish.

Book-
keeping,
geometry,
and algebra.

Physical
science.

Paid
monitors.

Teachers.

cent. will be toilers with the hand not with the brain. This should never be lost sight of, for the proper mode of treatment in each case is essentially different.

Musical instruction has been well maintained in efficiency, but not much extended through the schools, since my previous report. Vocal music is now taught in sixteen and instrumental in five schools. A sound knowledge of the theory is imparted; the pupils sing with precision and good taste; and the piano playing is remarkably good for the ages of the pupils. The attempts at part-singing are fair.

Several choirs consisting of the teachers and pupils of the National schools may now be heard, even in Connemara, on Sundays, performing sacred music in a becoming manner, and, in at least three instances, the organ or harmonium played by pupils of the National schools.

The classics are taught but in one school, Nuns' Island, in the town of Galway, where the instruction is very efficient. French, too, is taught there, and in four convent schools: in each instance by instructors who speak the language fluently. There are three Irish classes, two of which have proved successful.

In the comparatively small number of schools in which book-keeping, geometry, and algebra are attempted, the instruction is given with skill and care. I find the sets of book-keeping, as a rule, neatly and correctly written, and the answering of the pupils rational. If the sets were shorter, so that one of them could be finished in a few days, the pupils would take much more interest in this useful subject. With a long set, the process is so tedious that the young student rarely realizes the orderly beauty of the complete schema.

I regret that, with the exception of a few small classes for physical geography, natural science is not taught in the district. An elementary knowledge is very necessary in order properly to understand the lesson books, the introduction to practical farming, physical geography, and the treatises on domestic economy. It therefore seems worthy of consideration how the study of it may be promoted.

The number of paid monitors recognised at present is 122: thirty-three males and eighty-nine females. They are receiving careful instruction and training, and, as a rule, are giving satisfaction.

The teachers are improving, though slowly, in professional skill, both as regards organization and general conduct of school business and method of instruction. There is still great room for further improvement in the majority of cases. The schools of this district are for the most part small ones, taught by one teacher alone, or with the aid of one paid monitor. It is in such as these that system and economy are most required; the teacher's energy being so diffused. The work should go forward with the precision of clock-work. The school should be, as it were, automatic. The teacher should have all the work well considered beforehand, and notes made to aid the memory, so as to be able to condense a good deal into a short lesson of but about fifteen minutes duration, and should confine his attention at all times to matters at which the pupils could not get on without his help. Now, I do not often hear a lesson given in such a manner as would lead me to believe that the teacher had prepared to make the most of the time. I do not find the schools, by any means automatic. The teachers lose a great deal of time unnecessarily at every change, making provisions for the next lesson. In very few schools, indeed, is there a regular system of employing, training, and specially instructing a class of unpaid monitors. When I ask how the provisions of the time-table for a certain half-hour are carried into effect, I do not often get a sufficiently definite answer.

I must infer that there is a good deal of haphazard yet intruding on the domain of system. The morning inspection of personal cleanliness is, I fear, much neglected. The majority of the teachers do not seem to realize how forcibly this formality, when rigidly persisted in, must impress the pupils with the importance attached to cleanliness.

When I come to consider the general conduct of the teachers, I have but praise to express. They are faithful in the discharge of their duties ; anxious to give satisfaction ; and exemplary in their habits of life.

Of the 177 classed teachers, principal and assistant, at present recognised in the district, only 37 have been trained ; 29 in the Marlborough-street College ; 5 at Baggot-st. ; and 3 at St. Patrick's. The number of trained teachers when I took charge of the district in 1878 was 26. Very slow progress, therefore, has been made in the matter of training.

There is much greater progress to record with respect to classification, as may be seen at a glance from the following table :—

YEAR.	Number of Teachers in Class.				TOTALS.
	I.	II.	III.	IV.	
1887,	6	9	59	103	177
1878,	0	6	22	78	106

No words of mine could adequately commend the practical interest evinced by the managers in the cause of education. They are indefatigable in their efforts to have the children kept regularly at school. They visit very frequently even the island schools most difficult of access ; check the punctuality of pupils and teachers, and the accuracy of the records ; examine on the lines of the programme, and point out where the work is in arrears ; and expend a large amount from their private resources upon the premises, and in augmentation of the local emoluments of the teachers.

The work of inspection has enormously increased since I was intrusted with the charge of this district ten years ago. The schools in operation then numbered 92 ; now they amount to 153. The number of pupils examined for payment of results fees in 1878 was 5,266 ; in 1887 the number amounted to 10,192. Moreover, the classification is very much higher, and the extra branches greatly multiplied. From the character and position of the schools, the services of an assistant cannot be much availed of. Of course, I have had to give up almost altogether the secondary inspections ; but I do not consider that a serious disadvantage. The only material use of the secondary inspection consisted in the effort of the inspector to improve the organization, as a rude substitute for the proper training of the teacher. This in future should be unnecessary. At all events, after years of patient trial, I have come to the conclusion, that the casual attempts of an inspector at organization are futile. I think there is not a note-worthy defect in one of the schools that I have not commented on in the Observation Book ; but that is not sufficient. Bad habits can be cured only by a course of drilling.

As for the examination of those pupils who had not qualified to earn results fees, it must be remembered that they are, for the most part

Appendix D.
Reports on
State of
Schools.
Mr.
Downing.
Galway.

Appendix D. infants, wholly ignorant or nearly so, or such irregular attendants that the teacher cannot be held responsible for their deficiencies. No doubt, several children attended for a good many days, year after year, without qualifying for the results examination; but, as might be anticipated from the irregularity of their attendance, only a very small proportion of these are found present at secondary inspections.

Reports on State of Schools.
Mr. Downing, Galway.
The Results Examinations of the coming year will occupy 166 days. The total number of days available last year for actual inspection was 196. There will therefore be about 30 days available for other inspections, which I purpose devoting, as far as possible, to incidental visits.

I am of opinion that the district will thus be sufficiently inspected. I believe I have as perfect a knowledge of the condition and circumstances of the schools as if I inspected them monthly.

I have the honour to remain, Gentlemen,

Your obedient servant,

E. DOWNING.

The Secretaries,
Education Office, Dublin.

MR. BARRETT, A.B.

Ballinasloe, March, 1888.

Mr. Barrett, Ballinasloe.
GENTLEMEN,—In compliance with instructions duly received, I beg leave to lay before you my general report on this district of which I have had charge since October, 1882. I beg to observe, that the area of the district, the occupations of the people, and the circumstances of the schools, are substantially unchanged since I reported on it in 1884, but that there has been an increase in number of schools, and in the staff of teachers, and that there has been considerable improvement in the attendance of the children, and in the amount and quality of their attainments.

District. This district, as stated in former report, is about 6,000 square miles in area, and contains about 100,000 inhabitants, and when I was placed in charge of it in October, 1882, it contained 124 ordinary, 3 convent, 6 poor law union, and 1 industrial school, but it now contains 132 ordinary, 5 convent, 1 monastery, 6 poor law union, and 3 industrial schools in operation, and there are in course of erection 2 school-houses for existing schools, and one school-house for a new school, which will probably be brought into use before the end of this year.

No. of Schools. The 132 ordinary schools are held in 98 houses of which 9 houses containing 15 rooms are vested in the Board, 24 houses containing 33 rooms are vested in trustees. The accommodation, all school-houses included, is sufficient, for about 10,000 pupils, and is apparently quite sufficient for the number of pupils in usual attendance, but though it is so on the whole, it is not so in particular localities; and many of the school-houses are very much too small for the number of pupils who attend them.

School-houses. Of the 132 ordinary school-houses, 39 are attended by boys only; under male teachers; 37 are attended by girls only; under female teachers; 13 are attended by boys and girls, under male teachers and female assistants; 21 are attended by boys and girls under male teachers only, and 23 are attended by boys and girls under female teachers only.

Managership. The managership of the schools is in the hands of 52 individuals, of whom 37 are R.C. and 2 are Presbyterian clergymen; 3 are

E.C. and 2 are R.C. laymen; 1 is an E.C. lady, 3 are Superioressees of Convents, and 4 are Clerks of Poor Law Unions. All seem anxious to perform their duties in such a way as to render the schools as useful as possible to the children, and so far as I have had experience of them, I have found them earnest and honorable, and I have to express my most sincere thanks to them individually and collectively for their invariably kind, prompt, and valuable co-operation. The clergymen visit the schools of their own denominations very frequently, and exercise beneficial supervision over both teachers and pupils, and insure regular attention to religious instruction.

Appendix D.
Reports on
State of
Schools.
Mr.
Barrett.
Ballinasloe.

Of the 132 principal teachers in the ordinary schools, 3 males and 7 females are in first class, 23 males and 26 females are in second class, and 46 males and 27 females are in third class. Of the 5 male and 18 female assistants no males and 1 female are in first class, no males and 1 female are in second class, and 4 males and 14 females are in third class, and 1 male and 2 females are unclassified. In these schools there are, besides the foregoing staff, 1 male and 4 female temporary assistants, 6 workmistresses paid by the Board, and 2 workmistresses paid by private individuals, and 18 male and 35 female monitors. In the convent schools there are 7 classed and 7 unclassified assistants paid by the communities, and 3 workmistresses and 17 monitresses paid by the Board; in the monastery school there are 1 principal, and 4 assistant teachers, and in the poor law union schools there are 2 male and 4 female teachers, all of whom are classed, and are well qualified for the duties they have to discharge. The teachers in the several classes are nearly all in the higher divisions and are eligible for seeking promotion by examination, but it does not seem that many of them are disposed to do so, the chief deterrent cause, so far as I can learn being the uncertainty of success.

Of the principal teachers it appears that 25 males and 12 females have been trained, and that 39 males and 35 females have served as monitors. Three male teachers have gone to St. Patrick's, Drumcondra, and 6 female teachers have gone to Our Lady of Mercy's, Baginbun-st., Colleges for training within the last two years, and some male and female monitors and others have gone to Marlborough-street College from this district within the same time, and many monitors and advanced pupils are anxious to go forward for training, but the charges made and the several conditions required by some of the Training Colleges render it impracticable for most of them to do so.

As a body the teachers are intelligent and well qualified, and they work earnestly and honestly and almost without exception they do the best they can, and if due allowance be made for the difficulties with which they have to contend, their efforts must unquestionably be regarded as fairly successful, and acknowledged to have conferred great benefit on the children under their care. Their position is such that they require to exercise much prudence in order to avoid getting into trouble. They all, I am happy to say, show a creditable appreciation of their duty to the source from which they obtain their means of support, but still, they avoid making themselves unpopular, as, if they were to do so, they would incur the danger of having the children withdrawn from the schools, and of being subjected to the risk of losing their salaries. A case of this kind occurred in 1885, in which the children were withdrawn from a girl's school, because the teacher's husband became tenant to a plot of land in the locality, but the salary was continued to the teacher, and after some months the children were gradually allowed to resume attendance at the school. A similar case

*Conduct of
Teachers.*

Appendix D. arose in 1887, and the children are still kept away from the school; but I have no doubt that a similar course will be pursued as regards the salary, and that as in the former case, it will have a satisfactory result. The conduct of the teachers has been very exemplary; many of them are highly respected members of society, and, as a class, they are much esteemed in the localities in which they reside.

Mr. Barrett. The number of pupils on Rolls in 1882-3, was 12,954, the average attendance was 6,467, and the number examined for results was 6,548; the number on Rolls in 1887-8, was 14,678, the average attendance was 7,628, and the number examined for results was 8,451; there has, therefore, within these five years been a considerable increase in the number of children attending school, but still there appears to be over 6,000 children who do not make as many as 100 attendances each, within the year. Of these pupils many are found at school, and are examined for secondary reports in the winter season, and a large proportion of them are found to be in some sense able to read and write, and as such are not in a state of total ignorance, but still their attainments are very low, and after a few years of disuse, the education they had acquired is likely to become of scarcely any practical value to them in the business of life.

School Records. The records of attendance are, in most cases, neatly kept, and I have no doubt are on the whole substantially correct. The entries of school fees in the several official books and documents are consistent with one another, but the ages of the pupils in a large proportion of cases are quite unreliable. The discipline in the schools is on the whole very fair, and on the days of results examinations, the children present a neat appearance, and on all occasions are respectful, well-disposed, and orderly.

Defects in School-houses. There are in the district 17 two-storied houses, and the teachers and the pupils on the ground floors suffer very great inconvenience from the noise made in the unavoidable movements of the children in the rooms overhead. Some of the houses vested in trustees are old and decayed, and are cold and uncomfortable; others are small and injudiciously constructed, and quite inadequate to the wants of the pupils who attend them, and but very badly suited to the purposes for which they are employed.

As an instance of one unsatisfactory class of vested schoolhouses, I give the case of a schoolhouse, 25 feet long and only 14 feet wide. The desks are four in number, and are $7\frac{1}{2}$ feet long each, and there besides a large work-table, and a large rostrum, which take up a considerable portion of the floor. The desks in houses of this kind if placed in the middle of the floor, would allow of only $3\frac{1}{2}$ feet of draft space at each side, but even if placed so that their ends touch one of the side walls there would be a draft space of only $6\frac{1}{2}$ feet at the opposite side, and that would be quite insufficient for teaching geography, or indeed, for teaching any subject to a draft such as has generally to be formed in a junior or middle class in a National School. This room if suitably furnished would be sufficient to accommodate 44 pupils; 22 would in ordinary course be in the desks, and 22 on the floor. The desks would no doubt accommodate 20 pupils, but the floor, furnished as it is, would afford no space sufficient for the two drafts that would have to be formed on it. In this case, I have to observe that the injudicious furnishing is felt with special severity, as the house though built to accommodate 44 pupils is frequently attended by more than twice that number, and when this is so, the pupils become a struggling crowd, and no efficient educational work can be done.

As an instance of another class of unsatisfactory vested schoolhouse, I give the case of a house, 30 by 20 feet in dimensions; the floor is on three different levels; the desks are 9 in number, and are arranged in three groups of three each, with a passage between every two groups, and a passage between the end groups and the nearest walls; these groups occupy about two-thirds of the floor, and are between the draft space and the wall on which the maps are hung, the floor space was encumbered by a rostrum, and is broken in upon by the fireplace and by the door, and over the portion of the floor in front of the fireplace, there is, in the ceiling, an opening called a ventilator, through which a current of cold air flows down, and which renders standing on this space almost unendurable. The room is constructed to accommodate 75 pupils, the desks are supplied to accommodate over 90 pupils, but the floor space is so arranged that it would hardly accommodate two drafts of 12 pupils each without subjecting the children to appreciable inconvenience.

Though this schoolhouse is in a very populous locality, it was built to accommodate 75 pupils only, and the result is, that it does not afford nearly sufficient accommodation to the number of pupils who attend it. The number on rolls is 297; the average attendance is 116, and the number present sometimes reaches over 200, and in wet weather and in hot weather, the overcrowding is extremely unfavourable to health, and at all times it is so to effectual instruction.

In these cases the erection of these houses has not only failed to supply sufficient school accommodation in the localities in which they have been built, but it prevents the erection of other vested houses within three miles of them, and apparently threatens to be the cause of deficiency of school accommodation for many generations, I, therefore, take the liberty to suggest, than when in future applications are made for aid to build schoolhouses, it should be shown, not merely that the expected attendance would be sufficient to support the proposed school, but that the proposed schoolhouse would be sufficient to accommodate the expected attendance; that no more two-story houses should be erected for schools, and that the present official plans should be revised. That all future schoolrooms should be rectangular in shape, and that under any circumstance, any schoolroom should not be less than 18 feet in breadth, and that the windows should be for the most part in the southern wall; I would also suggest that the amount of desk accommodation should be 9 inches, and the amount of seat accommodation should be 18 inches, for every 8 square feet of floor; that there should be no rostrum, but only a movable table, for the use of the teacher and the workmistress, and that in no case should the length of the desks exceed half the breadth of the room.

In many of the schoolhouses the furniture is unsuitable and unsuitably arranged, the desks are old and unsteady, and the pupils find it difficult to write on them, and in several schoolhouses the want of adequate space for the drafts on the floor is a serious inconvenience.

There is considerable irregularity in the attendance also. In spring it falls away in the rural schools, and the children not only do not advance when they are absent, but they forget or they become unfamiliar with much that they knew. And in winter the attendance becomes so large that for some weeks many of the schools are greatly overcrowded, and in these, little effective teaching can be carried on.

Another condition unfavourable to the success of elementary education in this district, is the employment of female teachers, and especially of married female teachers as principals in schools attended by boys over seven years of age. There are 23 such schools at present

Appendix D.

Reports on
State of
Schools.Mr.
Barrett.
Ballinasloe.Suggestions
for improve-
ments.Irregularity
in pupils'
attendance.Mixed
Schools
under
Female
Principals.

Appendix D.

Reports on
State of
Schools.Mr.
Burrell.
Ballinasloe.

under my supervision, and I find that though the number of boys is not less than the number of girls in the localities in which these schools are situated, the average attendance of boys in them for the last year was only 472, while the average attendance of girls in them was 579. And that the number of boys presented for examination in classes above fourth, was only 35, while the number of girls so presented, was 140. It seems therefore that the average attendance of boys in these schools falls short by over 100 of the average attendance of girls, and this average may be taken to represent nearly twice that number of individuals. It seems also that those who stay away are chiefly boys who would be in the higher classes if they were to attend school.

These schools stand low in public estimation; boys of 12 years of age or over, are not attracted to them, and when there are no other schools available, these boys lose the two succeeding, which are also the two best years of their school life. No doubt the children presented at results examinations in some of these schools often answer well, but the educational value of a school to the locality in which it is situated must be judged not only from the class of pupils it presents, but also from the class of pupils it fails to benefit, and few, if any, of these schools would bear this test satisfactorily. An important and highly advisable modification of Rule 151 came into force on 1st January this year, and I beg to suggest that it should be extended to cases of this kind, and that no female teacher shall in future be recognized as principal teacher in a mixed school, unless it be absolutely impracticable to obtain a suitable male teacher to take charge of it.

Monitors.

As the monitors form an important portion of the teaching staff of this district, I take the liberty to offer some observations with reference to them. I am strongly of opinion that it is desirable to discontinue the practice of examining them at results examinations, and to adopt some system of sub-centre examinations on their proper courses instead. These young people are employed in teaching for three hours, and are under instruction in the results course for only one hour a day, when, therefore, they are examined with pupils who have been under instruction in the results course for four hours a day, they can scarcely fail to appear at a disadvantage, and they are consequently likely to fall in the estimation of those whom they have to teach; those who have passed twice in sixth class cannot earn results-fees in ordinary subjects for their teachers, and if any doubts be entertained as to their progress those doubts can hardly be removed by examining them on courses on which they had passed many times before, and the holding of the examination on their special courses on the days of results examinations when there is so much else to be done, is hardly advisable. Such examinations when held on those occasions are likely to be hurried, and perhaps incomplete. The monitors have perhaps to be interrupted in their results examinations in order to teach classes, and there is great danger that the special examinations may not be thorough, or the test applied in them sufficiently searching or satisfactory. Special examinations at convenient places could be held by the Inspectors in the second or third quarters of each year; and if they be permitted to hold them, I have no doubt the monitors would be willing to attend them free of cost, and the examinations would be easily and efficiently carried out.

Attain-
ments of
pupils.
Reading.

Writing.

As regards the literary attainments of the pupils of this district, I consider that all impediments being allowed for, it is by no means unsatisfactory. In reading, the great majority of the pupils in the junior classes do tolerably accurately, and most of the pupils in the senior classes read fairly and some read well. In writing, most of the

junior classes do well on double ruled slates or on double ruled paper, and a large proportion of the pupils in the senior classes have acquired a very valuable style of penmanship. In arithmetic, so far as the practical portion is concerned, the proficiency is on the whole, very fair. The greater number of the pupils in the junior classes "pass" in this subject, and though so large a proportion of the pupils in the senior classes do not do so, still, in many schools a considerable number of pupils in those classes succeed, and I beg to observe, that owing to the great extent of the course for the higher classes, many of the pupils who fail in these classes, possess, nevertheless, a very useful knowledge of the subject referred to.

In writing from dictation the proficiency is on the whole very satisfactory, and in oral spelling it is generally good.

In grammar, the proficiency is on the whole very low; the children seem to have no taste for the subject, and the text of any of the treatises in use is little known. The proficiency in parsing is very poor, and indeed some specimens are absolutely absurd, and the skill attained in writing letters is much below what is desirable. There are, no doubt, many fairly satisfactory ones shown in the exercise books, and in many schools the "form" of a letter has been fairly taught, but the children seem to be quite at a loss for ideas, and when required to write even on the subject of the lesson books, they either write portions of the lessons word for word from memory, or fail to give the substance correctly at all. The writing of letters requires to be much developed, and I would suggest that it should be substituted for parsing as a "pass" subject in fifth and sixth classes, for the future.

In geography the knowledge of the maps is very satisfactory. The proficiency in this subject appears to have advanced considerably within the last five years. The new maps supplied by the Board, are very bright and attractive, and the children take great pleasure in looking over them. They are also purchasing the text books more extensively than formerly, and in the sixth class there are many well acquainted with the geography of the British Empire. It would be desirable that the threepenny treatise and the fourpenny treatise should exactly correspond in the statements in them on this subject, and I would also suggest that for the fifth and sixth classes, there should be prescribed certain defined portions of some specified text book. I would further suggest, that for the last named class, descriptions of the several British Colonies, as regards climate, productions, and scenery of the countries, should be supplied, and also, as regards the occupations, habits, and amusements of the people. The children of this class are five or six years under instruction in this subject; they could learn an extended course with ease, and they would do so with pleasure, and to any of them who may desire to emigrate, the knowledge which I have suggested would afford valuable assistance in enabling them to decide as to the places to which it would be most suitable for them to go.

In needlework, the proficiency is on the whole very fair, and in several of the schools the senior girls are made more or less skilful in the use of the sewing machine.

In book-keeping but few are presented, these however generally produce well written exercises, but it is in very few cases only, that the pupils answer intelligently on the principles on which the art depends.

In agriculture the proficiency is very poor; neither teachers nor pupils seem to have any taste for the subject, and though it is obligatory in all rural schools attended by boys under male teachers, and though the high fee induces some teachers to press the pupils, even in some cases, the

Appendix D.

Reports on
State of
Schools.Mr.
Barrett.

Ballinasloe.

Arithmetic.

Writing
from Dic-
tation.

Grammar.

Geography.

Needle-
work.Book-
keeping.

Agriculture.

Appendix D. female pupils, to learn it, and though it is intrinsically a subject of very great importance, still the children do not seem to take to it any way willingly. So far as I can see, the holders of small farms do not seem to rely solely on the better cultivation of the ground as a means of improving their condition, they possibly do not set much value on instruction given by the teachers in a subject with which they consider that they are much better acquainted themselves; and at any rate they do not seem to urge their children to make any great effort to obtain new ideas on the matter, and as this is chiefly a grazing county, portion of the holders of large farms might possibly make more in ten minutes by the judicious sale of a few scores of bullocks or a few hundred of sheep, than they could by working at their farms for ten hours a day throughout the year, and they do not seem to take much interest in improved systems of active cultivation. Most, if not all, the male teachers in the district have been invited once if not oftener to go on the short course for agricultural instruction, but though it is very attractive, even as a mere holiday, very few of them have accepted the invitation, and as it is difficult to make children learn any thing that they do not feel interested in, I cannot say that, in the cases of those teachers who did go, I have found the proficiency appreciably improved. I sent nominations for the dairy school, within the last five years, to all the large farmers in the district, but so far as I have been able to learn, not even one girl has been sent up to obtain the valuable instruction which that department affords to those who attend it.

Extra branches. In extra branches 554 pupils, involving 889 distinct examinations, were presented last year, the subjects were chiefly algebra, geometry, and mensuration, physical geography, girls' reading-book, sewing machine, and vocal music, and in the convent schools, a few were put forward in instrumental music, and also a few in French, and in one of these schools—Loughrea—some girls were put forward, and shown to have acquired very satisfactory skill, in the highly important subject of cookery. It is, as in former years, generally monitors and the most intelligent pupils that were presented in these subjects, and in the cases referred to, the proficiency was on the whole very fair.

In conclusion, I beg to state, in the words of my last report, that of the pupils examined by me in this district in the years during which I have been in charge of it, I consider that the great majority have derived very satisfactory benefit, both in training and instruction, the moral and refining influence of the schools has been unquestionably of important advantage to them, and though the instruction has, of course, in so large a number of schools, been of various degrees of efficiency, still, even in the lowest it has been useful, and on the whole it has been productive of satisfactory results. Some pupils no doubt failed in their respective classes, but except in very few instances, they were by no means in a state of total ignorance, and of the very large majority that succeeded, those in the higher classes, were at comparatively early ages possessed of an amount of education which cannot fail to enable them to advance without limit their prosperity and happiness through life.

I have the honor to be, Gentlemen,

Your obedient servant,

JOHN BARRETT,

District Inspector, National Schools.

The Secretaries,

&c., &c., &c.

Appendix D.

Reports on
State of
Schools.Mr.
Bateman.
Listowel.

Mr. G. BATEMAN.

Listowel, March, 1888.

GENTLEMEN,—I have the honour to submit the following General Report on the state of the schools under my inspection. In my opinion, the satisfactory progress noted in previous reports has been maintained.

Considerable building improvements have been effected during the past three years, these were urgently required. At Coolard, for more than a decade, there was an unsuitable house; roof, windows, doors and floor were in very unsatisfactory repair, the offices also were in ruins, 176 pupils have been presented for examination, space accommodation sufficed only for 118. The manager desired to take advantage of the aid, which the Commissioners of National Education award towards building schoolhouses, and providing suitable fittings and furniture, but a satisfactory lease of site could not be executed, until a recent Act of Parliament gave extended powers for granting sites for schoolhouses to limited owners. The great storm of 8th December, 1886, whirled roof off old house, fortunately the new building was almost completed. It is simple and elegant in design, composed of the very best materials, and massively constructed. Coolard was not the worst case. At the village of Brosna, 216 children, males and females, have qualified by attendance for examination; to view such a number crowded into a room capable of accommodating only 79 pupils, with low thatch roof, earthen floor, and defective chimney was truly pitiable, they were as a gentleman remarked "packed like herrings in a barrel." Notwithstanding that 100 boys and 100 girls often attended, there were no privies. All this will soon be changed. The manager with commendable action has provided the necessary local contribution, and a spacious building, erected on a healthy site, and provided with all the latest improvements will soon be occupied. The same gentleman has also superseded at Ballinacartin an objectionable edifice, where 151 pupils of both sexes had for eight years received instruction in a room 35 feet long by 15 feet wide, with concrete floor and no out-offices. At Ballyconry as many as 140 children have been examined. The schoolhouse is composed of clay, has a low thatched roof, rickety furniture, and no privies, though pupils of both sexes attend; the space accommodation is only sufficient for 86. It was through no fault of the manager, that such a wretched structure was used for educational purposes; the "lord of the soil" was a minor, and the virtue of patience had to be practised for a dozen years. A vested schoolhouse with departments for boys and girls will be occupied next month.

In Ballybunnion, the Sisters of Mercy "laboured" in small unsuitable rooms, dark, cold, and cheerless, styled by a local wit, as the "catacombs" from their underground location; there was no adequate space for desks or maps, and the marvel was how effective instruction could be imparted amid such discomfort and disadvantages; a building of neat design, with music and cloak rooms, has been provided.

At the Duagh Male and Female Schools, where 166 boys and 101 girls have been presented for result fees; only 76 children could be accommodated in each room; in the male school I noticed that the health of the staff was impaired after some years, but nothing was done, until the advent of an energetic manager, who promptly availed of the State aid generously granted, and supplementing this by the required

Building
Improvements.

Appendix D. local contribution (one-third of the whole amount) enlarged the main rooms and added spacious class rooms.

Reports on
State of
Schools.

Mfr.
Bateman.
Listowel.

The old vested schoolhouses at Bouleenshire and Drumnacurra erected about forty years ago, had been so injured by time's destroying hand, that it became imperative to supersede them by new buildings. I have given the above cases in detail to show the objectionable edifices, which from various causes, viz., difficulty of procuring sites, of executing satisfactory leases, of contributing local quota, must be used and tolerated for educational purposes. If State aid were withdrawn, such unsuitable edifices would be the rule, not the exception, grants are only given in *bona fide* cases, for both District Inspector of Schools, and Assistant Surveyor of Works must report on all the circumstances in each instance. My difficulty is not to restrain managers from making such applications, but to induce them to do so, for so straitened are the means of the parishioners in North Kerry, that I know of several clergymen who have given the local contribution out of their own finances, content to be recouped when "better times" come, or if not, willing to lose that their flock may be benefited, an exhibition of self-denial and generosity which was highly commendable. I am therefore convinced that if members of the Legislature knew the real circumstances, there would be no opposition to grants for such beneficial objects. Nay further, my own poor opinion is that as the State has twice as much capital invested in the buildings, as the local trustees; all repairs *absolutely necessary* should receive grants, amounting to two-thirds of estimated cost.

Class-rooms
undesirable
except in
special
cases.

In recent enlargements and in plans for new schoolhouses, I notice that class rooms are on the increase. Though class rooms have their value for effective instruction in reading, drawing, singing, and instrumental music, yet such usefulness is more apparent in city schools, where, having a large staff of assistants, the principal can devote a considerable amount of time to supervision, and so prevent either perfunctory teaching on the one hand or listlessness and inattention on the other; but in rural districts, like Listowel, where the attendance rarely maintains an average for more than one assistant, but frequently fluctuates between 80 and 100, I disapprove of class rooms, and prefer an extension with a gallery suitable for instruction of infant pupils and such class lessons as may be deemed advisable, where space accommodation is needed, and a large room with one or two galleries, when new buildings are erected. My reason for preference mentioned is that principal while actively engaged, which is a *sine qua non*, where only one assistant is recognized, can yet occasionally superintend without leaving his classes, by glancing around, and noting that all are engaged. While writing about school buildings, I think that school plans should specify shutters for windows. I know of only one vested house, that at Rahavanig, which has them. The window panes are occasionally maliciously broken; the evil does triumphs when the teacher has to defray the expense of glazing, the result is that rain and storm beat in, producing colds, the attendance is lessened, and result fees are lost, which might, and probably would, have accrued to master.

Shutters
needed for
school win-
dows.

Out offices.—In construction, the plan of flushing by means of running water, or otherwise, does not appear to be contemplated, the idea adopted is that the large flagstones should be removed at intervals, earth thrown in, liquid manure absorbed and the mixture carted off, but except in houses vested in the Commissioners this is rarely or never done. I believe that in the majority of cases, the offices have never been cleansed since construction. As a remedy, I suggest to teachers that the turf ashes instead of being placed in a heap at rear of premises or scattered about, acting as manure to thistles, &c., which grow in grounds, should be thrown

into the privies, the ashes act as deodizers and absorbents. Perhaps it would be better as suggested in my previous report not to have the cess-pools completely covered, but to fix a large grating into the covering flags this could be closed with a movable covering during school hours and left open to the air for rest of day. Now the gases formed pass up through the large holes in the scuts, and hence the privies are sickening, in many cases they are not used. It should be compulsory to have offices cleaned twice a year during the vacations.

Teachers.—I evince the greatest interest in stimulating the teachers whose pupils pass successfully the crucial test of an exhaustive results examination, to advance in classification. I believe a good instructor will teach effectively whatever his classification may be, but with a higher diploma, as it were, he puts forth increased energy, for his salary is greater (if he be a principal), and perhaps he feels that better value should be given than heretofore; he also realizes that his knowledge has been appraised, and landable ambition being gratified, he is happier, and naturally performs his duties cheerily, throws his full energies into work, and often relinquishes many plans formerly revolved in his mind, viz., entering Civil Service, emigrating, &c., determines to remain a teacher and to make the most of the position, and I am glad to say that the post of principal teacher is desirable, and where teachers are prudent and select their wives or husbands from the staff their incomes are comparatively large, and their domestic lives happy, for that similarity of tastes and union of a hundred and one interests that tend to ensure contentment are realized. A fair number of female teachers have married since I took charge of this district, and without an exception I believe their schools are better worked now than formerly, certainly there has been no retrogression.

It is pleasant for me to note that my efforts to urge teachers to attend examinations for promotion have been to some extent successful. At examination of 1885, five teachers obtained first class, one gaining first division of first class with 83 per cent., six were promoted to second class; in 1886, two were promoted to first class, and seven obtained second class; in 1887, five teachers obtained first class, and four of these gained first division of first, two male teachers were promoted to second class. Thus without counting promotions obtained at various training colleges, by self-denial, self-study, great assiduity and perseverance, twenty-seven teachers in three years, in this district, obtained promotion, twelve gaining first class, six of these winning "the blue ribbon" of the teachers' curriculum, first division of first class; this record I consider creditable, and good evidence of the spirit and earnestness and desire for advancement which prevail among a numerous section of the teachers of Listowel District. None but inspectors who show anxiety for teachers to gain promotion and evince sympathy with their efforts to study in the evening, when the natural tendency is to seek relaxation, have any adequate conception of the self-denial practised. Let me cite but one example. One of the most effective teachers in my district, but in years about forty-two, was induced to compete for 1st which he did successfully, I then urged advancement to next division, he competed but failed, being twenty-seven marks under minimum required; determined to make a final effort, close study was resolved on, and when I met him a few months before examination in 1887, the time he allotted for sleep was only six hours. I am very glad to state he has now a first of first class certificate. I must say, I consider it very generous of the Commissioners of National Education, that they pay all principal teachers who obtain increased classification at July Examina-

Appendix D.
Reports on
State of
Schools.
Mr.
Balewaan.
Listowel.

Appendix D.
Reports on
State of
Schools.

Mr.
Bateson.
Listowel.

tion from the 1st April previous, which is a bonus of three months salary.

Temporary Assistants.—In three cases in this district, where the average attendance reached seventy for three quarters, and sometimes for year, I have found that principal teachers urged their managers to apply for Temporary Assistants, presumably that they might receive all the Result fees. Interviews with the managers have rectified this injustice. My experience is that temporary assistants work during whole year, whether average is "up" or not, I therefore think it only reasonable, that they should in such cases, *where they have given instruction during all the Results period*, receive a portion of the Result fees computed for months, during which the attendance reached necessary average.

Poor Law Union Schools.—There are only two schools of this class in my district, viz., at Listowel and Glin. In Listowel the male department is conducted by a teacher who failed to qualify at examination of 1887, and refused to attend examination of 1888, though summoned. At Glin, the mixed department is instructed by a young woman, who in 1886 and 1887 failed to obtain classification, and who did not attend examination of 1888 (to which she was summoned), owing to a fortunately contracted cold. The retention of the services of such parties by Boards of Guardians is highly objectionable.

Paid Monitors.—I continue to devote the greatest possible attention to secure the thorough training of these young persons, and it is gratifying to note that the success which I chronicled in previous reports continues.

Reid
Bequest.

The late R. T. Reid, Esq., LL.D., of Bombay, bequeathed £9,435 towards advancement of education in his native county (Kerry). The trustees of his will authorized the following scheme of prizes. During the five years service of a monitor there are two principal examinations, one at the end of the third year and the other at end of fifth. After each of these principal examinations, the Reid prizes will be awarded to the six best answerers of each degree of service amongst the male monitors of the National schools of Kerry. The scheme has been in operation for two years, viz., 1886 and 1887, and it speaks well for the training which the teachers of the Kerry portion of my district give to the monitors, when I mention that thirteen of the twenty-four money prizes awarded have been gained by Listowel district. In 1886, the representation of North Kerry was limited, only two fifth year monitors and eight third year monitors; yet both senior monitors obtained prizes, first place £25 (83 per cent.), and fifth place; in the competition for the six prizes of the third year, four were obtained, first place £20 (90 per cent.), third, fourth, and fifth places also. In 1887, seven of twelve prizes were obtained. The money value of the thirteen prizes amounted to £209. Four monitors, natives of County Limerick, part of which is in my district, obtained sufficient marks to qualify for prizes, but were excluded by terms of bequest.

After each annual examination, a printed list with the names of successful candidates, value of prize awarded, and name of school in which educated, is sent to each manager in County Kerry; may I suggest that the following additional information be supplied, viz., aggregate number of marks scored by each candidate, and the name of the teacher who prepared him. To give an idea of the severe competition, I may mention that the maximum marks being 620; 510, 506, 505, 502, 494, 480, represented answering of six successful monitors of third year at July Examination, 1887, a difference of one mark in one instance, reduced award by £2. As teachers who prepare successful

candidates for Reid prizes, usually give them far more instruction than required by Commissioners' rules, if trustees permitted, a donation of £1 might be given to them to mark appreciation of their effective instruction, if not, a parchment certificate could be sent.

As Dr. Reid bequeathed the money for the advancement of education, unless the terms of the will strictly forbid, it seems ungallant and unfair that female monitors should be excluded from benefit of scheme. I understand a sum of £40 or £50 was bequeathed by will to the District Inspector of Kerry, for the extra work incurred in fulfilling conditions and working of any scheme devised. As no Inspector comes under that designation, the sum might be allocated to give prizes for females, say, four in each grade, value £7, £6, £5, £4, and £6, £5, £4, and £3, respectively; or perhaps better, confine competition to fifth year monitors, since it must be presumed that they contemplate adopting teaching as a profession, and award six prizes value £10, £8, £7, £6, £5, £4.

The changes introduced by revised monitorial programme are all improvements, but in my humble opinion, the programme for lesson books is not sufficiently progressive; only certain poetical pieces are prescribed for first and second years, but for third year, a knowledge of the subject matter of the reading books to Fourth, inclusive, is necessary. If a knowledge of Second Book for first year, and of Third Book for second year, were required, less pressure would be necessary in third year; such a course would harmonize well with present programme in method of teaching. Thomson's Euclid, Part I., is still set down for geometry of third year, but as Casey's Edition, Books I. and II., with corollaries, is the prescribed treatise for fifth year, it would simplify courses if same treatise, Book I. and corollaries, was defined as programme for third year.

Punctuality of Teaching Staff.—I have for many years adopted the following plan to ensure punctuality of attendance:—The principal teacher inserts in a book the exact time at which the various members of the staff attend, monitors included. I found at first that the latter were most unpunctual, and it was not till many were severely reprimanded and threatened with dismissal that I got them "well in hand." For the past six years, both teachers and monitors are present at 9.30, often before this hour. Punctuality of attendances insures that regular instruction will be imparted to monitors, and I believe failure of monitors at examination may often be traced to late attendance.

Infants.—The addition of the words, "with appropriate exercises," to programme in reading for infant pupils was most judicious, but it requires firmness on the part of an Inspector to have such taught. I consider a knowledge of hall frame, colours and numbers of halls, an acquaintance with pictures of animals, also singing, as "appropriate exercises."

I am very glad that the Commissioners have adopted a programme of Kindergarten occupation for pupils in organized infants' schools or infants' departments, for all physiologists and writers on childhood agree that it is inadvisable and injurious to give regular "lessons" to a child under seven; those of such tender years should live in the open air, frolic and fun should predominate, no mental efforts ought to be required, and knowledge should be conveyed in an amusing, engaging manner.

As it is desirable that correct ages of infant pupils be stated in proper column in Examination Roll, I suggest to teachers to issue slips to

Appendix D.

Reports on
State of
Schools.Mr.
Buteman.
L'istowel.Remarks
on revised
Monitorial
Programme

Appendix D.
Reports on
State of
Schools.

Mr.
Batenan,
Listowel.

parents filled thus—"This is to certify that A. B. was born on.....;" these to be preserved for my information.

Reading.—The chief defect continues to be explanation of the lessons, and an acquaintance with their subject matter. The reason is simply that teachers are cognizant that no fees will be paid for such knowledge, and as they consider the results system a principal source of revenue, they naturally analyse the programme, determine to impart effective instruction "when it pays," and if possible to prepare classes in extra branches. In conformity to a suggestion of my Head Inspector, I invariably test pupils on the pictures in reading books; I find the children eager to answer questions so proposed. From the prominence I have for many years given to explanation of the lessons, both in my examinations and subsequent reports, more attention than formerly has been bestowed on it. The remedy for defect noticed has often been suggested, it is needless for me to repeat it. I encourage teachers to select a few prose pieces for repetition, such as "The Character of a True Gentleman," &c. In first classes, I require each pupil, before reading, to state number of page of lesson, and number of lesson, which is given in *Roman characters*. I do the latter, as it prepares the little ones for a knowledge of the time indicated by school clock, which I desire second class pupils to know.

Writing.—Very few failures occur in this subject. When it was optional with Inspectors to require pupils in first class to write on paper, I invariably did so, and was frequently astonished to note the results. Children of eight years have written a hand that would secure a pass in third class. I leave suggestions with teachers, that when slates are used, the ruling should be similar to that adopted in No. 15 Vere Foster's or No. 11 Thom's exercise books. The addition of letter writing to fifth class programme is one of the most useful changes ever made in the Results Programme, and will be productive of immense good.

Grammar.—The general proficiency exhibited is fairly creditable. In third class I select from the reading book suitable sentences which contain all the parts of speech such as "The hare is a very timid creature, but alas its fears are justified by its enemies," or "Oh, I will try to do it myself, for I have often seen my father put up the lights." These sentences are very legibly written on cardboard, and either handed to the pupil, who after perusing sentence states parts of speech, or the words on card are written in a vertical column on slate, and the parts of speech written opposite, the latter plan has three advantages, viz., it gives the pupils time to think and so prevents guessing, it makes them spell names of parts of speech, and trains to habits of neatness. No facility is allowed for copying, as I have twenty-six different cards drawn out. The programme for fourth class is excellent, being introductory to syntactical parsing which is required in fifth classes. More prominence in senior classes should be given to *correction of sentences*.

Geography.—During the three years that have elapsed since writing my previous report, I have given much attention to map drawing of Ireland, and the results have equalled my most sanguine expectations. At the annual examinations, the exercises of the paid monitors in map drawing of Ireland received 80 and 90 per cent., and the ordinary sixth class pupils as a rule delineate outline of Ireland very fairly indeed.

The best teacher of geography in my district proceeds on a method something like the following. For the first few lessons, a rough outline of the country is drawn, the indentations being omitted, then on

the outline, the area, population, provinces, and cities are noted, the succeeding instruction develops the remaining features; gradually the outline becomes more defined and accurate, bays, mountains, &c., are marked, then counties, and finally all the important towns are inserted. Let us suppose all this has been done in case of Ireland. On a blackboard the outline map of Ireland is delineated permanently. Teacher says to first pupil sketch Antrim, to another Derry, and so on till Ulster is completed; then he calls on pupils to insert the towns; this sketch is preserved on blackboard, and the next lesson in geography assumes such a form as blot out Coleraine, remove Newry, and so forth.

Appendix D.
 Reports on
 State of
 Schools.
 Mr.
 Balcanquhall
 Listowel

I would wish to give each pupil in V¹ class, who could sketch an outline map of Europe or Ireland a pass, and same in V², for a map of England and any one of the Continents. The rule allowing map of county to be substituted for Ireland in fourth class is excellent, but only in three cases in my district is the privilege availed of. The reason appears to be that as a knowledge of Ireland is required in the fifth class, the teachers find it useful to introduce the subject in fourth class, for generally several classes are instructed together, fourth and fifth class, first stage, very frequently at Ireland; perhaps the privilege of substituting map of county for Ireland might be also given to V¹ class.

In no class or subject do I deem it more advisable to amalgamate subheads with principal head than in geography of V². Pupils are required under head (b), to know the maps of the Continents, (c) to be acquainted with geography of Ireland. Which is the more difficult to teach? assuredly the maps of the Continents, for the children have been for two years previously learning map of Ireland. I respectfully suggest that heads (b) and (c) should be united for V², and the programme for pass be "Maps of the Continents and Geography of Ireland."

Arithmetic.—The great importance of changing the results cards should be remembered. I believe it is the practice of teachers to instruct the pupils to write on day after examination as many of the proposed questions as they remember, and I doubt not that copies of most of the cards are thus possessed by teachers. I deem it necessary to frame annually different sets of questions in arithmetic for third class; also to change each year cards in algebra, geometry, book-keeping, girls' reading book, physical geography, and grammar. In arithmetic of the third class there are six questions on my cards, including addition and subtraction. I found from experience that the addition and subtraction required to work multiplication and division were not sufficient tests. When a question such as subtract 90,076 from 809,564 was proposed for first time I found the majority of the pupils to fail, even though they had all qualified in multiplication, short and long division, and addition of money. In arithmetic as in other subjects it would be advisable to unite subheads with principal; for example take long tota, a most important exercise. It sometimes happens amidst the multiplicity of business to be performed on the date of results examination that an inspector omits or forgets tota, but if one were printed on the back of each card given to advanced pupils, no such irregularity could occur.

Agriculture.—The answering in this subject is rarely unsatisfactory, but the fees paid are excessive. I think the time has come when the former adequate remuneration should be reverted to, and the subject omitted from fourth class programme. Pupils in fifth class, first stage, could easily master programme prescribed in a year. It should be

Appendix D.
Reports on
State of
Schools.

Mr.
Bulmer.
Listowel.

remembered that within a recent period the course now learned in three years was read in two; the programme then for Vth class was more difficult than that now prescribed for sixth class, first year. *The saving in revenue effected would be considerable.*

Book-keeping.—The instruction imparted is generally creditable. As I require in the fifth and sixth classes the various accounts to be opened and balanced, the teaching is practical, the work must be done as in an office, and no credit is given for parrotty verbal answers. As six sets of book-keeping are required for sixth class first year, the Board's treatise might reasonably be the prescribed course for second year in this class.

Cutting-out.—During the last three years I directed my attention especially to an improvement of the proficiency in cutting-out and map drawing. I have already adverted to the admirable results produced in latter branch, equally striking has been the advance in the industrial department. Invariably each girl in Vth and VI. classes exhibits articles of underclothing, and in Vth class stockings are presented. In the female schools of which Lord Monteaule is manager, viz., Mounttrenchard and Shanagolden, Lady Monteaule, who honours me with her presence at the results examinations, examined the various articles and the stockings, and was much pleased with the proficiency exhibited. At check results the head inspector has also witnessed the improvement in this department, and expressed satisfaction thereat.

Sewing Machine and Girls' Reading Book.—In my humble opinion, less arithmetic and increased instruction in sewing machine, Girls' Reading Book, and domestic economy, management of poultry, cookery, also dairy management to females, would be an immense boon to the community. Girls' Reading Book could be omitted from list of extra subjects, and made the ordinary reading book for the advanced classes, and sewing machine could be combined with needlework and cutting-out in second stage of fifth and sixth classes. *A very large amount of money would thus be saved.* In arithmetic questions in fractions, interest, discount, square root, &c., could be eliminated from programme in arithmetic for females.

If sewing machine be continued an extra subject, I would suggest that programme be more clearly defined. There is no subject in which greater attempts are made to obtain remuneration for ineffective instruction, teachers sometimes pretending to believe that turning the handle of the machine ought to be sufficient to secure a pass mark. The following tests are my requirements—viz., insertion and removal of the needle; winding "bobbin"; removing shuttle and placing bobbin in it; adjustment of the machine for actual work; lengthening and shortening stitch; regulation of tension; and practical application to "making up" of various articles.

Carlisle and Blake Premiums.—Since furnishing previous Report I recommended teachers of Knockalougha Female, Islandanny Female, and Liselton Female, as suitable for the honour of having their schools examined for these premiums. At Knockalougha Female, in 1885, 99²/₃ per cent. of the aggregate number of passes obtainable was the record, but so severe is the competition, that the teacher was unsuccessful. In 1886, at Islandanny Female, 62 pupils were presented for Result fees; at Head Inspector's Examination, cent. per cent. was obtained, no failure occurring in any class or subject, and a Carlisle and Blake premium was obtained. I have not yet heard the result of the 1887 competition, but at the school recommended, 98 per cent. of maximum number of passes was the creditable record. The answering would have been better but

that the assistant teacher was absent through illness for the closing month of the Results period. Teachers who have obtained Carlisle and Blake premiums for excellent proficiency exhibited at Results Examinations of their schools should, I think, be ineligible for recommendation again until the expiration of two or three years; the tests of a district efficiently conducted are not a few "crack" schools, but a large percentage of proficient ones. As ten or eleven schools compete, and only three teachers obtain prizes, several others might be "highly commended," others "commended." These encomiums, sent through the respective managers, would not fail to gratify, and would soften the disappointment which is often keenly felt at unsuccess. I remember in 1884 recommending Drumclough Female for the Carlisle and Blake Competition; 91 children were presented, and the answering was highly creditable, only one failure, I believe, being recorded in the ordinary branches, but many of the passes happened to be of the inferior order. I felt certain, and so did the teacher, that a prize would be obtained, but superior proficiency was elsewhere manifested. Of course, in the competition, superior merit must be assigned to No. 1 passes, but I think also that allowance should be made for No. 2 passes, when these are given to irregular attenders. For example, a child who has only been in attendance for 110 days, and who obtains No. 2 passes, I am of opinion that in an estimation of the character of the teacher as an instructor, equal merit should be assigned to that No. 2 pass, as to a No. 1 pass gained by a pupil who makes between 150 and 200 days.

Results Inspections.—At head of Marking Paper and Examination Roll, it is of great importance that following instruction be printed for teachers' guidance—viz. :—Write out names of pupils qualified by attendance for examination, in the same order as they appeared in the previous roll. For example, write out all the names of the pupils in Third Class in same order as they appeared previous year in Second. Conformity to such instruction would remarkably facilitate the checking of antecedents of pupils. When names are promiscuously arranged, the trouble and time given cannot be estimated.

Official Circulars.—Occasionally Inspectors receive circulars from Education Office, which necessitate correspondence with all the teachers of the District. Busy with the pressure of work of Results Inspections, and disliking the mechanical labour, which a temporary copyist could perform equally well, they have either to spend hours at such uncongenial work or only communicate with a few whom they think it probable from acquaintance with the District will supply the information needed. I feel certain that the heads of the office have only to be apprized of this circumstance to rectify it. The remedy is either to print a few thousand of the circulars, or to supply a "Cyclostyle" for each group, this useful instrument for multiplying copies could be sent from centre to centre by means of Inspectors' Assistants.

Primary Education.—Our system of primary education should, I opine, fit the children, the future men and women, for the performance of the various duties in which they may engage, at the same time avoiding all undue pressure of the mental powers, for no mental efforts until seven years, and very little study between seven and ten years is desirable; and as the majority of children leave school before they are fourteen years, the education aimed at in the interval between ten and fourteen should be very practical. Notwithstanding detractors of its merits, the system of National Education in Ireland appears to me to be based on such principles for Kindergarten occupations are provided for in organised infants' schools or infants' departments, the programme to third class

Appendix.
Reports on
State of
Schools.

Mr.
Butean.
Listened.

Appendix D.
Reports on
State of
Schools.

Mr.
Bateman.
Listowel.

inclusive is easy, so that over pressure at tender years is obviated, the first class in which failures occur to an appreciable extent is fourth, and the pupils by that time have generally reached ten years, the period defined by physiologists as that at which instruction may be imparted to a reasonable extent, without injury to the brain, also in fifth and higher classes, provision is made for instruction in agriculture (*practical and theoretical*), handicraft, dairy management, domestic economy, cookery, management of poultry, all these are confessedly very practical subjects, and instruction in them should in every way, which commends itself to the wisdom of the Commissioners, be adopted. I believe that if reading, writing, spelling, needlework, and arithmetic, were the sole obligatory subjects and all the branches specified above with agriculture, grammar, geography, and shorthand were considered as optional, a certain number of which should be taken, immense benefit would accrue.

In conclusion, I have to thank the managers and teachers for their hearty co-operation with me, in my endeavours to promote education in this District.

I am, gentlemen, your obedient servant,

G. BATEMAN.

The Secretaries.

Mr.
Macdonnell
Athy.

Mr. J. MACDONNELL.

Athy, 7th March, 1888.

GENTLEMEN,—I have the honour of submitting, for the information of the Commissioners, my general report on the state of primary education in the National schools of this district for the past three years. When my last general report was written, in February, 1884, the number of schools in the district was 128.

In April, 1886, *thirty-eight* schools were added to the district, and *eight* taken away. Since then *four* new schools have been taken into connexion with the Board, and *two* struck off. The number of schools in operation at present is 160. They are distributed over portions of five counties, namely:—

43	in County	Kildare.
34	"	Carlow.
31	"	Queen's.
45	"	Wicklow.
7	"	Kilkenny.

The shape of the district is a rough circle of about fifty miles in diameter. The outposts are Castlecomer, Carlow, Tullow, Newbridge, Kilcullen, Dunlavin, Baltinglass, Ballymore Eustace, Donard, Kiltegan, Tinahely, and Anghrim. Some of the outposts are upwards of thirty miles from the official centre, and the travelling is nearly all done by car. The roads are good, but the post horses, cars, and harness are decidedly the worst I have met with, and in consequence, accidents frequently occur to Inspectors. I have met with several severe accidents while on duty since I came to the district in October, 1882.

The schools are classed as follows :—

143	Ordinary Schools.
2	Model "
9	Convent "
2	Monastery "
4	P.L.U. " each having two departments.

The schools are well distributed as regards population, and are quite sufficient to supply the educational wants of the district.

14	houses are vested in the Commissioners.
28	" " Trustees.
118	" " Non-vested.

The houses vested in the Commissioners are kept in excellent repair by the Board of Works. A large proportion of the houses are good, and are properly furnished, lighted, and ventilated. There are very few bad houses in the district, and I expect in the course of a few years there will be none.

Within the past few years four vested houses were built to take the place of bad houses, and grants have been sanctioned for the erection of four others. Two schools had class-rooms added to them, two had the floors boarded, one had the premises enclosed by a wall, and suitable offices built, and a number of others were thoroughly repaired. The appearance inside of some of the female schools is very pleasing. Choice flowers, which the children look after, are grown in the windows, maps, tablets, and apparatus are tastefully arranged on the walls, and the floors and desks are kept scrupulously clean. In such schools I invariably find that the girls are remarkable for personal cleanliness and tidiness. Taken altogether, I am well satisfied with the improvements which have been made in the school-houses of the district since my last report was written. There are further improvements, however, required, especially as regards premises and out-offices.

Ten teachers' residences have been built, under the Act, within the past few years, and applications are under consideration for the building of others. I inspect these residences once a year, and I have pleasure in stating that I have found them comfortably furnished, and kept with great cleanliness and neatness. There are gardens attached to these residences, but I have not found one of them properly cultivated. As the advantages of a well-managed cottage garden attached to a school are so obvious I would recommend the Commissioners to insist that such gardens should be properly cultivated, and utilized for the education of the pupils, and that in such cases the results examination in cottage gardening should be to a great extent of a practical nature. Upwards of sixty teachers in the district have residences in connexion with their schools, but still there are several teachers who live three or four miles from their schools, and travel to and from daily.

2	Schools are under the management of the Commissioners.
122	" " " " R. C. Clergymen.
13	" " " " I. C. Clergymen.
1	" " " " Pres. Clergymen.
7	" " " " Nuns.
11	" " " " Lay Gentlemen.
4	" " " " P. L. Guardians.

The managers take a proper degree of interest in their schools. They visit them frequently, note the numbers present, and check the school records. They also do all in their power to get the children to attend regularly, and to have their schools honestly and efficiently conducted.

Appendix D.

Reports on
State of
Schools.

Mr.
Macdonnell

Athy.

Class of
schools.

Vested and
non-vested
schools.

New school-
houses.

Teachers'
Residence

Managers.

Appendix D. Any suggestions made by the inspector are received by them in the best possible spirit. I have known several of the clerical managers to spend considerable sums out of their own slender means on the improvement of their schools within the past few years.

Mr. Macdonnell Excluding nuns, the principal teachers number 80 males and 73 females, and the assistants 10 males and 13 females, classed as follows:—

Athy.

Teachers.

	PRINCIPALS.		ASSISTANTS.	
	Males.	Females.	Males.	Females.
1st Class, ...	9	3	—	—
2nd „ ...	25	33	—	3
3rd „ ...	44	36	10	10
Probationers, ...	2	1	—	—
	80	73	10	13

	Per centage in each Class.	Corresponding per-centage in last General Report.
1st, ...	6.8	4.9
2nd, ...	34.7	19.0
3rd, ...	56.8	71.9
Probationers, ...	1.7	4.3
	100.	100.

This table shows a very satisfactory and gratifying improvement in the classification of the teachers. I believe there is a corresponding improvement in their zeal and efficiency. In October last, on two consecutive days I had business on opposite sides of the district, and I visited fifteen schools incidentally, from 9.45 A.M. to 3 P.M. In fourteen of these schools in which upwards of 900 children were present, I found the business going on in a perfectly regular and satisfactory manner.

July examinations.

At the last annual examination seventeen classed teachers presented themselves as candidates for promotion, and twelve were successful; fourteen monitors whose five years of service had expired were examined, and all were successful; twenty-one monitors whose third year had expired were examined, and sixteen were successful. The examination last year was altogether of a very satisfactory character. The candidates were punctual in attendance, and their conduct throughout the examination was orderly and respectful, and there was not an attempt at prompting or using unfair means. The answering also both in matter and style was better than at previous examinations. The teachers evidently are adopting the best plan for promoting their own interests.

As many as forty-one classed teachers have applied for permission to attend the July examinations this year, as candidates for promotion.

Changes in the teaching staff.

Very few changes take place in the teaching staff except those arising from old age and infirmity. The vacancies which occur are filled up by teachers from the training colleges, and by classed monitors. Within the past few years nine teachers have come to the district from the training colleges, and they are all doing excellent work.

	Gross Average on Rolls.	Gross Average Attendance.	No. Examined for Results.
Attendance for last year.			
Ordinary Schools, . . .	11,285	6,562	7,235
Convent Schools, . . .	2,464	1,674	1,713
Model Schools, . . .	109	84	97
Monastery Schools, . . .	332	203	192
Four Law Union Schools, .	165	125	79
Total, . . .	14,357	8,658	9,306

For every 100 pupils on the rolls the average attendance was sixty, and the number examined for results 64·8. Taking all the circumstances of the district into consideration, an average attendance of 60 per cent. of the number on the rolls must be deemed as fairly satisfactory. The people of the district are anxious to keep their children at school with as much regularity as they possibly can. I have not known an instance, for years past, of a child being wilfully kept from the results examinations.

Appendix D.
Reports on
State of
Schools.

Mr.
Macdonnell
Athy.

I would not recommend compulsory education, but I would recommend that every pupil who got satisfactory passes at the results examination, and who made, say, 150 attendances in the year, should get a money prize. The managers of the district would approve of a scheme of this kind. For several years at the Athy District Model School pupils who passed a good results examination, and who made 150 attendances, got a money prize, and, in consequence, the attendance has become as regular as could be expected.

Compulsory
education
not recom-
mended.

There is only one contributory union—Castlecomer—in the district, and I have seven schools in it. In some of these schools no school-fees whatever are paid, and in the others only nominal fees. I examined ninety-five pupils in one of these schools last year, and the teacher had not received a penny of school-fees, and in another school where seventy-six pupils were examined the amount of school-fees received during the year was only eight shillings. The people excuse themselves by saying that they pay the school-fees through the poor rates.

Contrib-
utory
unions don't
pay school
fees.

Since my last general report was written the Kindergarten system has been introduced into seven of the convent schools. The rooms are suitably fitted up, and amply supplied with the necessary requisites. The nuns who have charge of these rooms have been specially selected for their fitness and qualifications for the office, and they are discharging their duties in a very efficient and creditable manner. I believe the working of the system is conferring lasting benefits on the junior classes in these schools, and I should rejoice to see a similar system introduced for the senior classes.

Kindergarten.

In a large number of schools, and especially in the convent schools, the character of the reading is good, and the children have an intelligent knowledge of the subject-matter of the lessons. In the same schools the recitation of poetry is satisfactory. I have other schools, however, in which the reading is only of a moderate character, and the matter of the lessons and of the poetry not sufficiently attended to; the number of such schools is gradually diminishing.

Proficiency
—Reading.

The general character of the writing is good, in many cases it is excellent. The junior classes are carefully instructed on the black board, and trained to write between ruled lines, and the senior classes write their copies with as close an imitation of the head-line as possible. The copy books are carefully preserved for the results examination. I think it would be an advantage if the junior classes were required to make a row of neat figures at the bottom of their copies, and the senior classes to print the letters of the alphabet occasionally. In the arithmetical exercises of the senior classes I find, in many cases, that the printed letters at the top of the cards are badly made.

Writing.

Arithmetic is well taught in most of the schools of the district. I often find the junior classes better at arithmetic than at any other subject in their programme; and the senior classes in a large number of the schools are able to work all the questions on the cards with accuracy, neatness, and quickness. When such satisfactory results are obtained the reason of the rules must be well understood. Mental arithmetic does not receive the attention it deserves.

Arithmetic.

- Appendix D.** Writing from dictation, on paper, is regularly and systematically taught in almost every school in the district to third and higher classes, and with very satisfactory results. In addition to the prescribed dictation exercise for third and fourth classes I would recommend that the days of the week and the months of the year should be added.
- Mr. Macdonnell.** In a large number of schools the proficiency in grammar is fully up to the required standard, both in junior and senior classes. I often find the children in sixth class able to parse any ordinary sentence correctly, and to write a sensible and grammatical letter on a familiar subject. This is as much as can reasonably be expected in a National school. There are schools in the district, however, in which the proficiency in grammar is only of a moderate character. The parsing in such schools is simply mechanical, and in the higher classes affixes, prefixes, roots, and letter writing do not receive sufficient attention.
- Geography.** The schools in general are well supplied with maps, and the mode of teaching geography throughout the district is to use the map and the text-book together. In a large number of schools the proficiency is good, and in the remainder moderate.
- Many of the teachers keep a copy of Joyce's Method of Teaching in their schools, and occasionally read for the senior classes the instructions as to the best method of teaching reading, writing, &c. I think this is an excellent plan to follow when teaching any of these subjects.
- Agriculture.** Agriculture is taught in all the rural schools, and in most of the town schools of the district, with a fair degree of success. The leading principles connected with soils, manures, rotations, haymaking, harvesting of grain, dairying, and management of stock are fairly understood by the senior pupils, and this knowledge cannot fail to be useful to them in after-life, as the majority of them will have to earn their bread by agricultural pursuits.
- Book-keeping.** The programme for book-keeping especially in both stages of fifth class, is very easy, and the pupils presented for examination, in most cases, get satisfactory passes. The sets are, in general, carefully and neatly written out, and the pupils exhibit a fair knowledge of the subject. I met cases, however, within the past year where the required number of sets were neatly written out—evidently copied from the key—but the pupils had not the slightest knowledge of the subject. I would recommend that the text-book on book-keeping should be revised. The first five sets are good enough, but the remainder of the book could be greatly improved.
- Geometry and Algebra.** Geometry and algebra are not generally taught in the schools of the district. The male monitors are fairly instructed in them, but only few of the ordinary pupils are presented for examination, and they don't all pass.
- Singing and Drawing.** Singing and drawing are taught in the convent schools, with a fair degree of success, and in a few of the ordinary schools with moderate success. The Tonic Sol Fa system has been introduced into two of the convent schools, and the character of the singing has been much improved in consequence.
- Needlework.** Needlework receives a proper degree of attention in every female school in the district. At the results examinations I require the girls to show samples of needlework and knitting which they performed during the year, and I have often a table quite covered with plain useful articles consisting of stockings, gloves, mufflers, shawls, jackets, caps, petticoats, and underclothing, all made with taste and skill. In almost every school the girls get satisfactory passes in needlework. In order to encourage and foster a taste for needlework, I would recommend that an exhibition of the needlework of the schools should be held in

every district, at intervals of some years; and also that, annually, *Appendix*
first, second, and third prizes for needlework should be given to the *Reports on*
most deserving teachers in every district. *State of*
Schools.

In the Athy Convent School about thirty of the senior girls get *Mr.*
instruction two days in the week in practical cookery. The object *Macdonnell*
aimed at is to teach the girls to do plain, homely, cooking well; and *Athy.*
to cook materials which can be procured at a cheap rate, in such a *Practical*
manner, that they become palatable and nutritious food. I have seen *Cookery.*
these girls at work, and afterwards examined them, and I am able to
state that they have been most carefully instructed and trained in this
important branch of female technical education.

The nine convent schools in the district continue to do admirable *Conclusion.*
work, both as regards the literary instruction and the moral and indus-
trial training of the pupils. Each of these schools merited the maxi-
mum capitation grant last year, which is a sufficient proof of the success-
ful manner in which they are conducted. The other schools of the
district are also doing excellent work, both as regards the instruction
and the moral training of the pupils, and they are improving every
year.

I have the honour to be, gentlemen, your obedient servant,

J. MACDONNELL, District Inspector, N. S.

The Secretaries,

Education Office, Dublin.

Mr. M. KEENAN, A.B.

Mr.
Keenan.
Kilkenny.

Kilkenny, 3rd March, 1888.

GENTLEMEN,—In compliance with the instructions contained in your
letter of 12th December, I beg to submit for the information of the
Commissioners of National Education the following General Report on
the state of education in the Kilkenny District.

Since writing my last report in 1886 this district has been largely *Extent and*
increased by the addition of three parishes in county Tipperary and five *population*
parishes in county Kilkenny, so that it now extends nearly from the *of district.*
banks of the Slaney to the Suir, a distance of sixty miles, and from
north to south a distance of thirty miles.

The population of this extensive tract of country is about 90,000, and
in order to provide for the educational wants of this large population
there are at present in operation eight Convent Schools, the Model Schools
in Kilkenny, five Poor Law Union National Schools, and 159 ordinary
schools. Allowing eight square feet space accommodation for each
child in average attendance the schools in this district would accom-
modate 16,000 children, which is somewhat in excess of present require-
ments.

The school buildings are, in the case of the ordinary National Schools, *School-*
generally substantial, well-built houses, floors boarded, roofs celled, well *houses.*
lighted and ventilated, and kept in a state of thorough repair. Furni-
ture and appliances are also suitable and sufficient. From this des-
cription I can only exclude eighteen school-houses, and two of these

Appendix D.
Reports on
State of
Schools.

Mr.
K. Cusack.
Kilkenny.

latter are about to be replaced by two excellent buildings vested in trustees. Of the eight convent schools four are held in houses that are in every respect well adapted to school purposes. One which is at present held in a temporary building is about to be transferred to a suitable house, and in the case of two others new buildings will, I expect, be erected during the coming year, as suitable sites have been procured, and the energetic conductors are taking steps to procure the necessary funds. During the past year the tottering edifice which supplied the place of a school for Castlecomer Convent has been replaced by a splendid school-room, which is capable of accommodating nearly 200 children. The funds to erect this building, £1,500, were subscribed by the people of Castlecomer parish, and so great was the difficulty in procuring a site that £500 had to be paid for it. I should be glad that steps were taken to provide a suitable house for Goresbridge Convent Schools, as the school-rooms at present are in but indifferent repair and badly supplied with school furniture. This house was formerly the residence of the parish priest.

The Model Schools are excellent buildings, kept in good repair and supplied with every requisite. They are in every respect well adapted for the purpose for which they were intended. The head master resides on the premises, and has sufficient accommodation to lodge and board eight pupil teachers. The staff of pupil teachers has of late been greatly diminished in consequence of the falling-off in attendance, and the difficulty experienced by young men trained in the establishment in obtaining employment.

I cannot speak much of the extension of schools during the period to which this report relates, as the schools were sufficient to accommodate a much larger school-going population than we have now; however two new schools have been added. One of these, Newtown, replaces a school from which grants were withdrawn about two years ago in consequence of the falling-off in attendance, and another, Gowran, No. 2, has been taken into connection with the Board. This school, although established for many years, never received aid till present year. To compensate this gain grants were withdrawn from Doninga School, which was closed in consequence of decline in population of school district.

Since my last report St. Patrick's Male Schools, No. 1 and No. 2 have been amalgamated and now form St. Patrick's Male National School; also St. Patrick's Female and St. Joseph's Infant National Schools have been amalgamated and placed under the care of Nuns of the Order of St. John of God. The wretched school building in which the two latter schools were held has been thrown down and an excellent school-house upon a more suitable site has been erected. This school-house has been built partly by grants from the Commissioners, and is vested in trustees. The nuns' school will shortly be transferred to the school building in which the boys' school is at present conducted, and the boys' school will be removed to the new vested house.

I may add the people of this entire district are dependent upon the National Schools almost entirely for education, there being only two elementary schools, commanding a large attendance, which are not in connection with the Board. These are the Christian Brothers' Schools in Kilkenny and Callan. With the exception of these two schools in every instance in which even a modified grant could be obtained a National School has been established.

Of the 159 ordinary National Schools four are under lay managers, six are under the management of clergy of the late Established Church,

and the remainder are under the management of the Roman Catholic clergy. In all these schools the Board's rules regarding religious instruction have been strictly observed. When children of different religious denominations attend the same school I find the managers generally fix the times for religious instruction before or after secular instruction, so that pupils who do not take part in it are put to as little inconvenience as possible.

The attendance of the children at the schools is upon the whole regular, when we take into account the fact that they live for the most part in rural districts, and consequently many of them live at a considerable distance from the school. Out of a total population of 90,000 there is an average daily attendance of 10,000, and 11,500 were examined for results fees, having made 100 or more attendances during the year. In this district 172 schools were examined for results, 169 by myself and three by an assistant inspector. The average number of pupils examined for results fees in each school is sixty-seven, and of these fully a third are presented in senior classes. I attribute the great regularity of attendance to the indefatigable exertions of the local managers, who visit the schools regularly, ascertain from the teachers the names of the children who are absent as well as the cause of absence, and then visit the children in their homes and use every effort to induce them to attend school regularly. In some instances where the children of the poor are prevented attending school through want of sufficient clothing, means are adopted to provide clothing. During the past year in many parts of this district children were kept at home from school in the latter part of summer and winter in consequence of an outbreak of measles and scarlatina among the pupils. About twenty schools were closed at irregular times and for lengthened periods owing to this cause, even at present some are closed, and others might as well be closed as the attendance is very small. I believe only for this epidemic fully 12,000 children would have been qualified by attendance, and would have been examined for results fees. The incomes of the teachers of the schools thus affected have been reduced, in some instances considerably, through the falling-off in the number qualified by attendances for examination, and the answering of those who were examined was not so good as usual in consequence of irregular attendance.

Before leaving the subject of managerial influence upon our schools I wish to point out that, besides improving attendance, the influence of the manager has a highly beneficial result in the progress of the pupils. Home lessons would not be so well prepared as they are at present if the managers did not from time to time point out their importance to the parents, and I generally find the manager in attendance on the day I visit to examine for results fees and award promotions, and I have pleasure in stating that the manager's interest in the proceedings of the day is not second even to that of the teacher.

The classification of the pupils is high in the schools of this district, there being only one in addition to the infant schools in which there are no pupils presented for examination in senior classes. On the other hand there are in nearly all the schools pupils enrolled up to sixth class, and in the case of the large schools I have often to examine as many as twelve or twenty pupils who have been presented three or four times in sixth class.

The large number of pupils presented for examination in senior classes gives practically an unlimited supply of candidates for appointments to monitorial staff. In hardly any school commanding required average for such an appointment is there the least difficulty in pro-

Appendix D.

Reports on
State of
Schools.Mr.
Keenan.

Kilkenny.

Attendance
of pupils.Classifica-
tion of
pupils.Monitorial
staff.

Appendix D.
Reports on
State of
Schools.

Mr.
Keenan.
Kilkenney.

caring a well-qualified candidate; in most cases the difficulty is to select from a number of suitable candidates. In training monitors the teachers of this district discharge their duties faithfully, and in most cases successfully.

In 1886 there were examined 21 monitors of third year and 8 passed, and in the same year 7 monitors of fifth year were examined 3 of whom obtained classification subject to the usual conditions.

In 1887 there were examined 23 monitors of third year, 20 of whom passed, and 30 monitors of fifth year were examined, 25 of whom obtained conditional classification.

In both these years few of the monitors who were trained were successful in obtaining appointments as principal or assistant in a National school. Managers of schools in this district have latterly shown a disposition to limit appointments to teachers who have been trained in a recognised training college. The guarantee required by the principals of training colleges from a manager of schools, that he will provide a situation at the end of the course for a young teacher, might, I think, in the case of a limited number of the best monitors, be dispensed with, as these young people, at the end of their period of training, would have shown such ability as teachers that little difficulty would be experienced in obtaining situations for them. Some of the monitors who gave greatest satisfaction during their course as monitors, and who made the highest answering at their final examination, have not been able to obtain appointments, whereas others of more moderate attainments have been successful. There are serving in the schools of this district at present 128 monitors. Of the 159 ordinary schools there are 47 for boys only, 41 for girls only, 7 for infants, and the remaining 64 are mixed schools, 29 of which are conducted by a master, and 25 by a mistress. Some controversy has arisen here as to whether a master or a mistress should be placed over these mixed schools. I find upon referring to my notes that the most successful schools of this class are conducted by a master, and that taking all the schools together there is an average of 6 boys and 7 girls examined in senior classes in each of the schools taught by a mistress, and 9 boys and 7 girls in each school taught by a master. So that upon the score of success the advantage seems to be in favour of a master. In the case of the female teachers who are appointed to these schools many of them are very young and inexperienced, a fact which will account for their only moderate success. In my opinion it matters little whether the teacher be male or female provided care be taken to procure a person well trained, and who has had reasonable experience.

Mixed
schools.

Teachers
and their
training.

The following is the classification of the teachers in this district :—

				Males.	Females.
1 st	.	.	.	3	3
1 st	.	.	.	7	10
2 nd	.	.	.	35	27
2 nd	.	.	.	8	7
3 rd	.	.	.	46	36
3 rd	.	.	.	2	7
Total,				108	92

I have not made out a separate table for assistant teachers as only

6 of the 23 assistants employed in the schools of this district are above third class. Appendix D.

From the above table it will be seen that nearly 50 per cent., or half the teachers, are still in third or lowest class. Up to the present the ranks of the third-class teachers were largely recruited from new appointments. Managers of schools were at liberty to appoint persons to the position of teachers in their schools who possessed the minimum amount of knowledge requisite, but who had no professional training whatever. It is unnecessary to state that a large proportion of these teachers were well satisfied to get into third-class, and there they were satisfied to remain. To get into a higher class required success in their profession as well as a higher standard of education, and they wanted both the industry and skill necessary to attain either. I am glad to see that the recent legislation of the Board has put an effectual check on this class of appointments. All young persons now appointed to a school as principal or assistant must previously have obtained a class, and this class can only be had by serving five years as monitor in a good school, or spending two years in a recognised training college. This rule will oblige managers of schools who require teachers to go beyond the limits of their own parish or neighbourhood in case properly qualified candidates cannot be found there. As stated in an earlier portion of this report, managers of schools in this district are unwilling to appoint teachers who are not highly classed or who have not been trained in a recognised training college. During the past year 6 new teachers were appointed to schools in this district, 2 of these were trained and highly classed, the remaining 4, who were partially trained as monitors, received their appointments upon condition that they would, as early as possible, attend a course of training in one of the training colleges.

Reports on
State of
Schools.

Mr.
Keenan.
Kilkeny.

Within the past three years twenty-three of the teachers of this district received a full course of training in one of the training colleges, and I have much pleasure in stating that in every instance they have shown marked improvement in their method of teaching their schools, and at the end of their course of training they were all advanced to a higher class. No irregularity was reported as having occurred in the schools conducted by these trained teachers. I am glad to be able to report that a fair proportion of the teachers of this district show a great desire to attend July examinations as candidates for promotion. In nearly every instance in which application has been made to attend these examinations I have been able to report favourably, so very few have been disappointed.

In July, 1886, there were 26 teachers attended examination as candidates for promotion, 12 of whom were successful; and in 1887 of 15 candidates who attended the examinations 11 were successful. So that within the past two years nearly 40 teachers, including those who passed through training colleges, were advanced in their classification. Promotion
of teachers.

The question of suitable residences for teachers is still deserving attention. Since my last report little has been done in this matter, and in some cases great hardship is imposed on the teachers in having to walk a long distance to and from their schools. In one parish three teachers live four or five miles from their schools. I brought this matter under the special notice of the manager, and I expect in a short time suitable residences will be provided at a reasonable distance from their schools. Residences.

I have pleasure in bearing testimony to the high character and exemplary conduct of the teachers of this district. They are an earnest

Appendix D.
Reports on
State of
Schools.

Mr.
Keenan.
Kilkenny.

Observance
of pro-
gramme.

body of public servants, discharging their duties conscientiously and held in high esteem by the community. No case of impropriety of conduct on the part of any teacher has come under my notice during the past five years—all the time I have been in charge of this district.

School accounts are honestly kept, irregularities observed and reported upon have been of omission. I should be glad a 'Leave of Absence Book' were issued by the Board and supplied to each school in which incomplete attendances could be recorded. The teachers, while anxious to observe the Board's rule in this matter, are frequently at a loss to know how to do so, there being no special form of account book provided for the purpose.

I now come to the last topic with which I mean to deal in this Report, and that is the observance of school programme. I may remark before entering upon the various subjects of the programme that generally there is little to complain of, either in the extent or quality of the instruction given in the schools of this district. In nearly all the schools a fair proportion of the pupils are enrolled and instructed in senior classes and none of the subjects prescribed by programme for these classes is absolutely neglected.

I did not receive an intimation sufficiently early in the year that I should be required to prepare a General Report, to enable me to prepare tables showing the numbers of successes and failures in the answering of the 11,300 pupils examined by me in the different subjects of the programme, so I must content myself with giving general impressions.

Reading.—This subject is dealt with under three heads *a*, *b*, and *c*. The first head, *a*, reading is taught with success, there being little to complain of beyond an occasional error in pronunciation. The pupils seldom fail to group the words correctly; they are nearly always prepared on every lesson in their book. I seldom find any lesson has been omitted in the hope that they will not be required to read it on day of examination. The second head of this subject, which requires the pupils to know subject-matter of reading lesson, and to be able to explain the meanings of difficult words and phrases that occur in it, is not well taught except in the higher class of schools and by the most skilful teachers. The third part of this subject, *c*, which requires that each pupil will be able to repeat a certain number of pieces of poetry is well attended to in all the schools—the only fault to be found is that in a few schools the poetry is not known accurately.

Writing is well taught in most schools. There are so many excellent series of copy books on Board's List of Requisites that no teacher can have any excuse for bad writing in his school. I never interfere, but advise each teacher to adopt the series he succeeds best with. The written exercises of the pupils on day of examination are upon the whole clean, and style of penmanship is good. I rarely find in any school that the written exercises required by the programme have not been carefully executed and preserved.

Arithmetic.—In junior classes there are few failures in this subject, and in senior classes the number of failures is becoming less year after year, thus showing the anxiety of teachers that their pupils should attain a high standard of proficiency in this important subject. In junior classes addition and subtraction tables should be better taught than they are at present. Mental calculation is not neglected in most of the schools, but a course better defined would ensure better directed efforts on the part of the teachers. Notation and numeration are fairly

taught. The theory of the subject, and explanations and definitions of the terms employed, should form a more important part of the examinations. Appendix D.
Reports on
State of
Schools.

Spelling.—Oral spelling is good in most schools. Dictation in third class is only moderately good; in senior classes pretty fair. Many of the faults pointed out and condemned in Joyce's Handbook are still prevalent in the teaching of this subject. Mr.
Keenan.
Kilkenny.

Grammar.—I find proficiency in this subject is steadily improving. In general, pupils up to second stage of fifth class are well up to requirements of their respective programmes. In second stage of fifth and sixth classes failures are more numerous. Text-book is not sufficiently well known.

Geography.—Schools are well supplied with maps, and accordingly map teaching is good. I find a great many failures in sixth class in this subject.

Agriculture.—I find proficiency in this subject is improving steadily. Pupils in general answer well up to second stage of fifth class. This subject is better understood by both teachers and pupils than formerly.

Needlework.—Plain sewing and knitting are well taught in all girls' schools, and in mixed schools in which a workmistress is employed. Cutting-out receives too little attention. Embroidery and lace making are taught in the convent schools with a fair measure of success.

Music is taught in the Model schools, all the convent schools, and ten ordinary schools.

Drawing is taught in Model schools and seven convent schools. Failures in sixth class are rather numerous.

Extra branches are not extensively taught in the schools of this district. Geometry and Mensuration, and Algebra, are taught in male schools in which a monitor is employed. Physical Geography and Girls' Reading Book are taught in some of the larger schools for girls.

French, or Latin and Greek, taught only in four schools.

I have the honour to be, gentlemen,

Your obedient servant,

M. KEENAN, District Inspector.

To the Secretaries.

Mr. M. SULLIVAN, LL.B.

Limerick, 10th March, 1888.

Mr.
Sullivan,
Limerick.

GENTLEMEN.—In accordance with your instructions I have the honour to submit the following General Report on the schools in Limerick District (D 51).

The district includes the whole of the city of Limerick, a large portion of the county of the same name, the south-eastern part of Clare, and a large tract round Keeper Mountain in north-west Tipperary. The Dis-
trict.

In the city of Limerick there are several schools and colleges which give Intermediate and collegiate education, and there are important primary schools conducted by the Christian Brothers. With these and a few other comparatively unimportant exceptions the education of the Schools.

Appendix D.

Reports on
State of
Schools.Mr.
Sullivan,
Limerick.

children of the district is carried on in schools connected with the National Board.

The girls in Limerick city chiefly attend Convent National schools, of which there are five. These are great and flourishing institutions, carried on with energy and success, and having an attendance of about 2,500 daily.

In Adare and Bruff there are also well-managed schools conducted by religious orders. More than one-fourth, but less than one-third of the school attendance in the district belongs to Convent National schools.

In the rural portions of the district the schools exist under favourable circumstances. In general each school pertains to a well-defined locality; there is not much migration of pupils; the multiplicity of small schools which in other places exercises an injurious effect on teachers and pupils is unknown.

With moderate attention to his work a teacher in Limerick District is sure of a fair attendance; if he works skilfully the attendance will probably increase; but unless extremely careless or unskilful the attendance rarely decreases to such an extent as to endanger his class-salary. School-fees are, in general, fairly paid. The total income from class-salary, school-pence, and results fees, is generally respectable; and from this circumstance and their own excellent conduct the teachers, as a body, hold a comfortable and respected position in one of the most well-to-do districts in Ireland.

Promotion
of Teachers.

As a rule a teacher's class-salary depends on himself. If his school is a fair one he can, year after year, obtain promotion; and promotion from class to class brings a considerable increase of salary. It is surprising, therefore, to find that very many of the teachers of the district are still in third class, that many have been in this class for several years, and that very few evince the slightest wish to look for class-promotion. In all, there are 146 lay teachers in the district; but in 1886 the number of teachers who attended the annual examination as candidates for promotion was only five. Of the five, three were successful. In 1887 only three attended for promotion, and two of these were successful. For the approaching examination (July, 1888), seven candidates have given in their names, but it is by no means certain that all will attend.

Besides attending the annual district examination there is another way in which a teacher may obtain promotion, viz., by spending ten months in a training college and then passing a successful examination. Up to the present, however, the number of teachers in this district affected by the new training colleges is inconsiderable. It is undoubtedly increasing, and in time will form an important mode of securing promotion. But as a teacher can only once be trained, the training colleges can only once in each lifetime afford a means of securing promotion, and consequently teachers must continue to look to the annual district examination as the normal means of obtaining class advancement. The figures which I have just given show that in this district the teachers rarely endeavour to improve the class which, when comparatively young, they have obtained as monitors or in training. I find it difficult to account for this strange inertness. Some may say that the examinations are difficult, but of eight who attended during two years, five passed. Of the five, one male and one female teacher obtained the highest possible class (Ist); two male teachers were promoted from 2nd to 1st class; and one male teacher passed from 3rd to 2nd class; so that promotion has not been confined to any one class. No doubt

the course for 1st class is extensive, and to prepare thoroughly for it requires careful study and powers of memory which middle-aged men find it difficult to secure. I have often thought that teachers in middle life who have been eminently successful in school work might, with advantage, be allowed two years to pass for promotion; taking certain defined subjects one year, and, on passing satisfactorily in these, taking the remaining subjects of the programme on the following year. But whether this be thought advisable or not the present slow rate of promotion in the district requires careful consideration, not in the interest of the teachers alone, but still more so in the interest of the schools.

Appendix D.
Reports on
State of
Schools.
Mr.
Sallicus,
Limerick.

The fact that there is so little class-promotion leaves the class-salary of most teachers a fixed quantity, and the other two sources of income—school pence and results' fees—are also singularly permanent.

Previous to my appointment to Limerick district several Inspectors had been in charge, so that in some schools I found that I was the fourth or fifth Inspector who in as many years had examined; and yet the results' fees from year to year varied very little. When an Inspector remains some years in the same district, the results' fees have a tendency to increase, but only very slowly. The teachers try to accommodate their teaching to the Inspector's mode of examining—that is all.

Results'
fees.

Many teachers could add considerably to the amount which they now earn as results' fees, but this would necessitate more systematic teaching, or longer hours, or greater exertion during the usual hours; and they seem to feel that as their class salaries and school pence remain unchanged, the additional results' fees would not compensate for the increased work. And yet, for the locality, an increase in the quantity, or still more so, an improvement in the quality of the teacher's work is often a matter of great importance. A marvellous change is sometimes made by introducing either, or both, as in the following instances:—

For years a good-natured but easy-going man had charge of a certain school. The pupils were irregular and inattentive, the discipline imperfect, the tone not high. Failures were numerous in all classes. A new teacher took charge—skilful and energetic. The school is now a very good one, the discipline and tone are excellent; the attendance has increased from 65 to over 100. In another school, a fairly skilful man, wanting in energy, had charge. The attendance was about 50, failures at examination were very numerous. A new man who probably has not more skill, but who certainly has far more energy than his predecessor was appointed; failures became rare, the attendance increased to 80, and the services of a second teacher were thus secured.

Improvement
effected by
a good
Teacher.

It is only those connected with school work who can form a correct idea of the immense influence which a teacher imperceptibly exercises on his pupils.

In a part of the district in which the children are, naturally, bright and intelligent, an honest, but dull and lifeless teacher had charge for several years. The children attending the school became so dull that a stranger could scarcely fail to set them down as stupid. They knew little, could answer less, and their answers were completely wanting in intelligence. An excellent new teacher has recently been appointed, and though there is already considerable improvement, it will take years before the effects of former training can be fully eradicated. Those less fortunate pupils who completed their school days before the change of teacher, must make their way through life with very little knowledge, and with blunted intellects.

Appendix D.

Reports on
State of
Schools.Mr.
Sullivan.
Limerick.Teachers'
residences.

The fact that a teacher's annual income is not, in general, subject to violent fluctuations is one of considerable importance. It is desirable that a teacher should, as far as possible, be free from harassing cares. For a similar reason it is desirable that a teacher should have a comfortable house, at a suitable distance from his school. The most suitable distance is, I think, from a quarter to half a mile. For many reasons it is undesirable that the residence should be quite close to the school; and if the distance is more than half a mile, the walk may be, in severe weather, unpleasant or even dangerous. The Teachers' Residences' Act is a very good one, and at first sight might seem to give everything that could reasonably be desired.

The Board of Works will build a teacher's residence at, say, a cost of £200. Not one penny of this need be raised locally. The teacher can have the residence for two shillings a week, and at the end of a certain number of years even this small sum need not be paid. Yet, practically, very little use has been made of the Residence Act, and many teachers in this district are still badly off as regards house accommodation. One of the most useful teachers in the district rented a small house. After a time the owner wanted the house for himself, and the teacher had to look for another. He bethought himself of the Residence Act; a friendly farmer was willing to give up his interest in a suitable piece of ground. The teacher went to the manager, who approved of the project, and wrote various letters in connexion with it. The teacher then went to the agent, who after some time intimated that the landlord would not object to a transfer of the plot for a residence, provided he was satisfied that so doing would not disturb the judicial tenancy of the whole farm. This raised a law point which, whatever may be its real merits, teacher, after various consultations and journeys, was unable to solve to the satisfaction of the agent. In the meantime the teacher had to leave the house which he occupied, but a good-natured farmer placed a barn at his disposal, and to this, teacher and his young family were glad to remove. As the barn had no fireplace, teacher hurried to town and bought a stove, but the sparks from it falling on the thatched roof burned the house to the ground. When I left the district teacher had not succeeded in obtaining a house. Now, in this case, no person seemed anxious to thwart the operation of the Residence Act, and yet it was, practically, inoperative.

In another case the teacher asked me to look at the only house he could possibly obtain in the locality. It was a low, thatched dwelling, such as is not uncommon in the poorer parts of the Western coast; but a portion of the roof had fallen in, and the large hole thus formed was most unsightly. The teacher assured me that in wet weather he found it impossible so to place the beds—he has a large young family—as to keep them from the rain. In this case no friendly farmer offered a site, although right opposite the school there is an immense grass field—20 or 30 acres—from which the small plot necessary for a residence would scarcely be missed. In another place the teacher has been permitted to board off a few feet from the school-room, and in this utterly inadequate and unsuitable place he and his wife live. Several teachers, men and women, have to walk or drive long distances.

It is plain that in these cases the teachers must find it difficult to devote their thoughts and energies to their business, and that to a certain extent their schools must suffer. A slight addition to the Teachers' Residences Act would render it complete and operative. As in the case of labourers' cottages, power should be given to take sites compulsorily. The teacher

is a labourer in whose work every person in the locality is deeply interested. Appendix D.

Notwithstanding various drawbacks, the work in the schools of the district is, on the whole, carried on satisfactorily. Every boy and every girl in the district has now within reach the means of attaining fair skill in reading, writing, and arithmetic. No doubt hundreds of children do not attain proficiency in these arts; but this, in general, is the fault or the misfortune of the parents; the schools are not to blame. Of the subjects just named, *Writing* is the one in which progress has been most marked. In general the pupils can *Read* with correctness, but in many cases the reading wants intelligence. It is often painfully evident that the pupils completely fail to understand what they have read. Explanation does not receive the attention which it merits. A step towards remedying this would be to have one fee for *correct* reading, and a higher fee for *intelligent* reading, or for general intelligence. Reports on State of Schools.
Mr. Sullivan.
Limerick.
Writing.
Reading.

To *Arithmetic* a great deal of time is devoted in every school. For the senior classes the course seems rather advanced, and it is difficult to see, especially with regard to girls, what practical use can be made of much which is learned. Again, *mental* arithmetic, an art which necessarily enters into the daily life of every person, receives comparatively little attention. Boys and girls who, with the aid of slate or paper, can work correctly complicated questions in Compound Proportion, blunder absurdly when asked to make up, mentally, the price of 17 stone of potatoes at 3½d. per stone. Arithmetic.

Oral Spelling is well taught, but the dictation exercise is seldom well given out, and sufficient attention is not paid to the correction of errors. It often happens, too, that a sixth class pupil who writes a sentence from his lesson book correctly, even though it contains several difficult words, mis-spells badly the comparatively simple words which he uses when writing a letter. It is sometimes amusing to observe the various ways in which even a common word can be mis-spelled. To a class of twenty-nine I gave the word "*chimney*." About sixteen different spellings were returned. Spelling.

Grammar.—Few subjects cause so much disappointment to teachers as *grammar*. Much time is spent at it, and yet the answering in many cases is, plainly, mere guessing. The important changes recently made in the Programme will cause the pupils to receive some instruction in letter-writing at a much earlier period than heretofore, and this I consider a great improvement. It would, I think, be another improvement to remove grammar altogether from Third Class programme and to simplify it for Fourth. Grammar.

Geography could easily be made the most interesting school subject, but this is rarely done. With monitors and the younger teachers of the district, I find a strong tendency to make a geography "lesson" consist of such directions as "Show me China," "Point out the Rocky Mountains," "Show Cape Horn." Some years ago I was anxious to see a good county map in each school. County maps have since been added to the list of articles sold, but teachers very properly decline to buy them. Those added are faint, uncoloured, unattractive, and quite too dear at a shilling. I very much regret that such is the case; for good county maps could be made to form the basis of sound geographical information. The little maps which form the "*Atlas of Ireland*," and which are sold separately at 1½d. each, are much better than the shilling maps but they are too small for class teaching. It is optional with teachers to present Fourth Class pupils in "*Map of Ireland*," or in "*Map of County*," but in only one school in the district has this latter been chosen. Geography.

Appendix D.

Reports on
State of
Schools.Mr.
Sullivan.
Limerick.Technical
Education.

Needlework, Agriculture, Drawing, Book-keeping.—A good deal of attention has recently been publicly given to "Technical Education"; and the possibility of introducing some portion of it into primary schools has been discussed. For the girls who attend our schools, perhaps, the most important portions of Technical Education are included under three heads, *Needlework, Cookery, House-management*. For country boys—and they are far more numerous than city boys—a practical knowledge of agriculture and an acquaintance with its leading principles and modern improvements are of primary importance. In most occupations, but especially in those connected with trades and manufactures, drawing is an art of the greatest use. To the carpenter, the cabinet-maker, the builder, the architect, it is invaluable. Even the tailor and the dressmaker can profit largely by an acquaintance with drawing. I once asked a carpenter who, when at school, had advanced only as far as Fourth Book, but whose honesty and skill were rapidly changing him into a "Builder," what were the subjects in which, if again at school, he would be most anxious to improve his education. Without hesitation he answered "drawing and mensuration." To boys in town and country handiness in the use of tools would be of great service; but up to the present we have not been able in the schools of the district to do anything in this respect. For town boys book-keeping is often a useful art.

If every girl on leaving school could make and mend plain articles of dress, could cook ordinary plain food properly, and could keep a house and household articles in proper order, a great stride in the technical education of girls would be made. But at present, in this district, little or nothing is being done towards giving practical instruction in cookery and housekeeping. Books on these subjects are sometimes read, but I fear, while I regret, that for some time, except, perhaps, in a few Convent schools, it is useless to expect practical instruction in these useful arts. With *needlework*, however, the case is quite different; a great deal has already been done, and a very great deal more could easily be done to make the women of the country expert in the use of the needle, thimble, and scissors. For years needlework has been on the National School Programme, and though rarely a favourite subject with teachers it has always been taught in schools which have had a female assistant or principal. But, as if in accordance with the etymology of the word, little more than the use of the needle was taught, so that when a girl had learned to hem, to top-sew, to stitch, and perhaps to make a button-hole, her instruction in needlework was supposed to be complete. Though for many years cutting-out has had a place in our Programme, yet, practically, very few of our girls were taught to cut—either from patterns or otherwise—the various parts which make up articles of dress, or to arrange and combine these separate parts. So that a girl might, and very often did, pass successfully in needlework in every class, and yet leave school without being able to make a single article of dress. Nor did the humbler though not less useful art of repairing dresses receive attention.

Of late, however, there has in several schools been a useful change, and in these fair attention is now given to the making and the repairing of pinafores, jackets, &c., &c. In Bruff not only is needlework well taught to school-going children, but a special needlework class has been opened for those who have ceased to attend the literary school. The articles made by the members of the needlework class are readily purchased by the shopkeepers of Bruff, and the proceeds are paid to the workers, who at the same time are receiving careful instruction in every-

Making and
mending
plain
articles of
dress.

thing that pertains to the art of needlework. In most Convents dresses are given once a year to a number of poor persons; the preparation of these will always afford ample opportunity of imparting practical knowledge of the best kind to the girls who attend the Convent schools.

Knitting must be mentioned in connection with needlework. It is generally taught while pupils are passing through third class. The pupils in third and higher classes can, generally, knit the plain portions of a stocking, but the number of girls who can "turn the heel" or "narrow for the toe" is much smaller. The art of repairing stockings (darning) is completely ignored in our schools; darning is not mentioned in our Programme, and I have never seen a girl at school receiving instruction or engaged in it.

I think a great step in the technical education of girls will be made when we can say that every girl who spends a few years at our schools has learned to make and mend stockings and ordinary simple articles of dress. It is quite possible to attain this proficiency; in fact in this district during the past few years we have made fair progress towards it.

Except in the city of Limerick, *Agriculture* is taught in every boys' school in the district, but it is seldom a favourite subject. In some cases it is taught because the results fees for it are high; in others because the Board's Rules so ordain. The text-book in use is dry, bald, and uninviting; the teachers do not like the subject; and the farmers, besides an old prejudice against "mere book-knowledge," imagine that their sons' time could be better employed in learning reading, arithmetic, or grammar. Yet it is plain that young farmers could learn much from suitable books on agriculture. Some time ago a local association thought it necessary to cause the dead walls of the city to be placarded with instructions as to the proper method of salting butter, and it was curious to observe the interest aroused by the information so given. Yet, every farmer could find in his son's text-book on *Practical Farming* similar information to that which he read, probably for the first time, on the walls of the city; and this text-book has been in use for several years.

The instruction given in our schools in agriculture is generally confined to the mere words of the text-book. It would, I think, be easy to give the instruction a more practical turn. A very useful chapter in the text-book describes the more common grasses, and in later editions wood-cuts showing these grasses have been added. In some schools I induced the teachers and pupils to collect and arrange the real grasses, and to use these when reading this portion of the book. In a few schools this was carefully done and with the best results. But the fact that even with the aid of the wood-cuts many of the teachers were unable to distinguish the various grasses, prevented general success. In one school the teacher gravely assured me that not a single grass named in the text-book was to be found in that particular locality, the fact being that neither he nor his pupils could recognise them; in another school the teacher said he believed the wood-cuts gave a better representation of the grasses than did the real plants. To meet such difficulties I would suggest that the Agricultural Department, Glasnevin, should supply, at a trifling cost, specimens of the various grasses and other plants mentioned in the text-book. This, indeed, might easily and usefully be extended. Specimens of good and of bad hutter; of various seeds, good and bad; of artificial manures; of different soils and rocks might be added. It may be urged that teachers themselves could

Appendix D.
—
Reports on
State of
Schools.

Mr.
Sullivan
Limerick.
—

Agriculture

Appendix D.

Reports on
State of
Schools.Mr.
Sullivan.

Limerick.

Book-
keeping.

easily collect such articles. In time I hope that they will do so. Up to the present, however, with the trifling exception referred to regarding grasses, nothing has been done in this direction; and yet it is plain that the future prosperity of the country must depend, to a large extent, on the application of sound agricultural knowledge, and that nowhere so well as in our schools can the foundations of this knowledge be laid.

Book-keeping is considered a much simpler subject than agriculture. It is taught to both girls and boys. In some cases it is well taught, but in several schools the apparent simplicity of the subject led the teachers to imagine that it could be made up in a very short time. In such cases a "Key" was largely used, and after being hurried through a couple of "sets" the pupils were presented for examination with a confidence utterly unjustified by their proficiency.

I have already alluded to the importance of drawing. Unfortunately it is taught in only a small proportion of the schools of the district. In a few of these it is taught with marked success, but in general it is not taught with the skill and care which its importance demands. In connexion with drawing I may mention the following fact. In a rural part of the district some benevolent ladies established a wood-carving class. To a certain extent this was successful; many of the young people of the locality were able, during the winter evenings, to earn considerable sums, and some showed great talent for the art. Want of acquaintance with drawing was, of course, soon felt; but unhappily nothing could be done to remedy this, as drawing is not taught in any school in the locality. Drawing, where carefully taught, should receive such encouragement as would lead to a considerable increase in the number of schools teaching it.

Having rather fully referred to subjects taught in primary schools and more or less intimately connected with technical education, such as *Needlework*, *Agriculture*, and *Drawing*, the remaining subjects of the school programme do not require many remarks.

Singing,
&c.

Singing is taught with marked success in the Convent Schools and in a few others. The male monitors and a few senior boys, but only a few, learn *geometry*, *mensuration*, and *algebra*. A pleasing feature in connexion with the education of this district has been the establishment and development of infant schools. In several the Kindergarten system has been introduced. In the city of Limerick the Convent schools for infant boys are very largely attended. I consider these extremely useful schools, not alone for the instruction actually given, but also because boys at the tenderest age learn to associate school with pleasing ideas. There is every reason to hope that the boys now attending infant schools will, by and by, attend more advanced schools, and that in this way the too numerous class of street arabs may gradually diminish.

Discipline.

Good discipline and order are, on the whole, very fairly maintained in the schools of the district. For the teachers themselves this is a most important matter. There is no one factor which serves more to determine the efficiency of a school than its discipline. Teachers, too, sometimes forget that boys and girls are sent to school simply to learn. A boy (or girl) who diligently employs four hours a day for even 120 days each year can learn a great deal. But a boy cannot learn and talk, or learn and listen to another boy's idle talk, or learn without paying attention to his instructor, or learn and amuse himself at the same time. All this seems self-evident when formally stated, but in practice it is often forgotten. By all means let boys amuse themselves, but let them do so at the proper time. Teachers also frequently forget that the habit of

paying attention can be acquired and developed. This may be well illustrated by an exercise in dictation. In a good school the pupils readily write down a phrase which has been read once; in a bad school the same phrase must be repeated several times, and even then several fail to write all the words. In the one case the pupils have been trained to pay attention; in the other they have not. In the one school there is ample time to correct mis-spelled words, in the other this important duty is neglected. At the close of the year all, or nearly all, in one school pass creditably in dictation; whereas in the other school nearly all fail. The same thing happens in other subjects, and though the teachers of the two schools may have worked equally hard, the results at the close of the year are strikingly different. When a teacher has brought his school to such a state of discipline that each pupil does his own work quietly and attentively he has laid the foundations of success.

Prompting and copying, though still found in some bad schools, do not exist to any serious extent. That they exist at all may seem surprising, as it is well known that they seriously interfere with progress, and are unerring signs of a badly managed school.

That a pupil's age on admission should be correctly entered is a matter of far more importance than might at first seem. A pupil who passes successfully must now, as a rule, be promoted each year to a higher class. This secures steady promotion for those who attend regularly and study carefully. But there is one serious exception. A pupil, no matter how regular and intelligent, may spend two, three, four, or even five years in the "Infants' Class," that is in learning "the first and second sections of First Book." These two sections (the alphabet and a few pages of the simplest words) can be learned, and frequently are learned, in one year; but as promotion from the infants' class depends on *age*, there is nothing to prevent a teacher from keeping a pupil while over three years and under nine, in the infants' class, and from receiving fees for each presentation. Any mistake made in under-estimating a pupil's age tends to keep him longer enrolled as an "infant." As pupils generally cannot hope to spend more than seven or eight years at school, it is plain that anything which tends to keep them for an unnecessarily long period in a mere "Primer," must tend to lower the class in which, eventually, they complete their school course. Parents do not always know the ages of their children accurately, and besides they frequently send a "new pupil" in charge of his elder brother or sister, so that a teacher very often has to exercise his own judgment as to a child's age, and it is his immediate interest not to over-estimate the age. From these circumstances the following is at present quite possible:—Five pupils, of the same age and natural ability, may go to five different schools. Each may attend the same number of days, and may pass an apparently satisfactory examination each year. If the five attend school for eight years, one boy may leave school after passing in 3rd class only; the second boy may have passed in 4th class; the third boy in first stage 5th class; the fourth boy in second stage 5th; and the fifth boy in 6th class. Now, it is plain that these five boys have benefited in very unequal degrees by their eight years at school. In some schools there is always a large and carefully trained senior division (classes V., V., VI.); in other schools few pupils ever get beyond 4th class, and there are schools in which, practically, 3rd class is the highest. On inquiry it will be found that in these latter schools time has been wasted in the *Infants' Class*. To remedy these evils certificates of age on first enrolment should be required, and a pupil's promotion from infants' class to first class should not depend on age alone.

Appendix D.

Reports on
State of
Schools.Mr.
Sullivan.

Limerick.

Loss of
time.

Age.

Appendix D.
Reports on
State of
Schools.

Mr.
Sullivan.

Limerick.

Arrangements for
Exes and
Optional
Subjects,
and for
Monitors.

It is very properly required that the arrangements for "Extra" and "Optional" subjects, and for the instruction of monitors, should be set forth on the great Chart of the school—the *Time Table*. At the close of each results' year these arrangements are forwarded to the Education Office, and it is then frequently found that the arrangements are not in accordance with prescribed rules; and in several cases the results' fees or the gratuities are, consequently, cancelled. This gives rise to much dissatisfaction. The remedy for it is simple. The arrangements referred to should be forwarded at the commencement of each results' year. If irregular, these should then be altered. If regular, they should be sanctioned, and they should then be binding on the school until next Results' Examination. To carry out this in practice it would only be necessary to supply each school with a small form of *Time Table*. This should give a copy of the important portions of the school *Time Table*, and should be forwarded by the teacher at the commencement of each results' year.

My connexion with the Limerick district ceased on 1st January, 1888. I parted from the pupils, the teachers, and the managers with regret. To almost every one of the 10,000 pupils whom each year I examined, I was personally known. In Tipperary and Limerick, and perhaps still more so in Clare, the children are gentle, docile, and singularly intelligent. The teachers are a respectable body, devoted to their work. I have never heard a serious complaint against any teacher in the district. From the managers I received much kindness. They take considerable interest in their schools. They do not care much for minute details, but it gives them genuine satisfaction to know that the schools are doing well; and, as a body, I found them willing to make improvements, and to remedy defects.

I have the honour to be, gentlemen, your obedient servant,

M. SULLIVAN.

The Secretaries,
Education Office, Dublin.

Mr.
Loughnan.
Rathkeale.

Mr. J. M. LOUGHNAN.

Rathkeale, County Limerick,
10th March, 1888.

The Dis-
trict.

GENTLEMEN,—I herewith beg to furnish for the information of the Commissioners a general report on this district for the biennial period from March, 1886, date of my last general report, to the present time. The varying aspects presented by the nature of the soil and occupations of the peasantry, and the reflex influences which such tended to produce on the school-going population, were then discussed. The circumstances then referred to remain practically the same, but the wave of agricultural depression, more intense and involving than hitherto, which has since swept over this country, has produced its visible effects, and left in its course a residue of consequences more or less inimical to popular education. It goes without saying, that considerations naturally enough regarded by parents as of much more vital importance than elementary education,

have largely engrossed their attention for some years back. To many it matters little whether a National school existed or not, or whether their children were being educated, when the actual necessities of life became precarious. Though pinching penury does not, I rejoice to say, repeatedly meet the eye, yet considering the natural fertility, resources, and advantages of this part of the country in comparison with others less favoured, poverty and privation borne in silence and secrecy doubtless largely exist.

Notwithstanding, the attendance, as estimated by the numbers presented for Results examinations, has not fallen away; on the contrary 2,461 pupils examined within the past year exceed by 264 and 267 the numbers examined in each of the two preceding years respectively.

The school-houses mentioned in last report as in course of erection, viz. :—

Knocktoesh	M. and F.
Dromcolliher	" "
Pallaskerry	" "
Feoghannagh	" "
Knockanbane	Mixed.

St. Joseph's Infants', Newcastle West,

Appendix D.
Reports on
State of
Schools.

Mr.
Loughran,
Rathkeale.

Depressed
state of the
Country.

Attendance
at Results
Examina-
tions.

New School
Buildings.

have since been completed, and are now in thorough working order. They are all excellent structures, enclosed, well furnished, and vested in trustees. With the exception of the last, which is a new institution, these replace thatched, ill-lighted, clay-floored hovels of the poorest description, utterly unsuited to the times, and unfit for educational purposes. The Pallaskerry schools, built on a special plan, are erected on an elevated open space on the confines of the village, neatly laid out with flower-beds and shrubs in front, and extensive playgrounds to the rear. They are particularly lightsome and well-ventilated, commodious and exteriorly picturesque in design, partaking of the chalet style, and form a pleasing feature in the landscape of the locality. The Infant school, Newcastle West, erected by the Sisters of Mercy, and attached to their convent and senior schools, is a handsome two-storied building, containing several class rooms, all fitted up after the most approved fashion, and is attended by boys and girls. Negotiations are pending for the erection of four new vested schools, viz. :—

Mount Pleasant	M. and F.
Ardagh	" "

Proposed
new School
houses.

For the former, the landlord, Lord Deramore, has expressed his willingness to demise for ever at a peppercorn rent a very suitable site, and at Ardagh an excellent site has been procured on very favourable conditions. The houses at present employed as schools are in both instances disgracefully wretched. New school-houses of a more modern and commodious character are still much required at Efin, Kilmeedy, and Castletown Conyers, and I hope the coming year may initiate some efforts towards their erection.

In reference to the state of repair in which the houses are maintained, I regret to say that trustees of vested and owners of non-vested houses are, generally speaking, regardless of their responsibilities and do next to nothing except in cases of most absolute necessity. The expenses of limewashing and cleansing cesspools, and smaller items from time to time required, almost invariably fall upon the teacher, who can ill afford to bear this tax on his very limited means, doubly to be deprecated at present in view of the difficulties attending the payment of school fees and

Repairs to
School-
houses.

Appendix D. the reduction or total withdrawal of local subscriptions on the part of patrons. On some estates endowments to the schools have been abolished, on others curtailed by the proprietors. In the town of Ballingarry a Convent of the Order of Mercy is about being established, to the Sisters of which the educational charge of the pupils at present attending the Female National school will be committed; suitable school-rooms in connection with the convent are at present in process of construction.

At the close of 1887 the teaching staff of the district, exclusive of five convent schools, consisted of ninety-three male and eighty-four female teachers. Four industrial teachers were also employed. Male and female monitors number respectively fifty-nine and sixty-seven.

The following table shows the classification of the teachers :—

	Principals.		Assistants.	
	Male.	Female.	Male.	Female.
I st ,	7	4	—	—
II nd ,	5	9	—	2
III rd ,	18	16	5	7
III rd ,	4	2	5	1
III rd ,	20	15	13	25
III rd ,	3	2	5	1
Total,	60	48	33	36

Of the principal teachers twenty-three males and fifteen females have been trained in recognised Training Colleges. Of the assistants but three of each sex have had the like advantage. The number of teachers seeking promotion has, during the past two years, been largely above the average. Most were successful in obtaining the step sought.

The applications for admission to examinations of this year are also numerous.

It too often happens that teachers are deterred from seeking promotion through a groundless dread of failure and exposure, by age, supposed loss of mental elasticity, want of opportunity for study, and other circumstances. These have only themselves to blame, for of late years the obstacles opposed by the Commissioners have been of the mildest.

Facilities for uninterrupted study and the practical acquirement of a thorough knowledge of school-keeping being now so freely offered, I would suggest that in future no teacher of a lower grade than second division of second class should be eligible to take charge of a National school as principal teacher. A regulation in this direction would, I am convinced, have the effect of raising both the intellectual and social status of the teachers, and of securing to the State a higher standard of efficiency.

As already hinted, no appreciable improvement has of late taken place as regards the monetary position of the teachers; in fact any change that has occurred points in an opposite direction. The general depression in trade and agriculture has extended its influence to the school-house, and much difficulty attends anything approaching a regular collection of school-fees. Corporate attempts to subsidize National education in this district have been only spasmodic; the Rathkeale Union became contributory for the year 1886-87. The grant ceased the

year following. The Kilmallock Union has become contributory for the current year, and the Guardians of the Newcastle West Union have the matter under consideration.

Reading.—In about a third of the schools the reading is good, in another third as good perhaps as can be expected, while, with the exception of a few in which the children read with taste and expression, the highest term of praise I can apply is middling. Pronunciation and accent in this part of the country do not afford models of excellence. A pleasing style of reading and repetition of poetry can only be obtained by practice and imitation, and is consequently greatly dependent on circumstances exterior to the schoolroom. Tone, expression, accent, pronunciation, all imply some refining agent, better social position and surroundings, easier means, home influence and assistance, domestic ease, leisure, access to books and the like, hence our poorer children are heavily handicapped. By way of compensation it not unfrequently comes under notice, that the children of the more comfortable class, though superior in reading, are backward in subjects requiring steadier application and attention. I fear sufficient time is not devoted to this exercise, the securing of a mere pass being, perhaps, the highest ambition of many teachers; consequently the explanation of the subject matter of the lessons is too often most meagre.

Writing.—The schools in which superior penmanship prevails, though not few, are in the minority. Among the teachers are many excellent penmen, but owing to the spread of engraved headlines and their almost exclusive use, the influence of these to produce like is not now nearly so great as formerly; the increased amount of written exercises, some necessarily hurried, may also tend to heighten carelessness. As with reading, when a certain saving standard has been reached little endeavour continues to be made to attain a higher. There are, however, numerous attentive pupils whose efforts are progressive, notably boys looking forward to business or the Civil Service; while, on the other hand, a large section intended for rural pursuits are incorrigibly slovenly. Where constant supervision and careful early training are combined, the possibility of securing a good and uniform style of writing is apparent.

In a set of copy books recently added to the requisition sheet I notice, with regret, head lines in angular hand for females—this departure I regard as likely to be productive of positive mischief—the style is ugly, illegible, and totally unsuitable for the clerical employments to which girls may aspire. In my opinion Thom's copy books supply the best models on our lists, and are well adapted to lay the foundation of a good Civil Service or commercial hand.

The addition of letter writing to the programme of fifth class, though a step in the right direction, will not, I fear, amongst rural children—to judge from the attempts at present made by the senior class—be, for some time, productive of much useful result.

Arithmetic.—Arithmetic continues to be well taught, and commands more of the attention of both teachers and pupils than perhaps any class subject. Too great an effort I find sometimes made to get through a large number of examples rather than impart a thorough knowledge of principle and reason of rule by illustration on the black board. The rules for mental calculation are neither sufficiently studied nor applied. In the junior classes much ignorance of technical terms and the object of rules is frequent, and though in the higher classes the tables may be

Appended.

Reports on
State of
Schools.

Mr.
Leighman,
Rothkeale.

Unless
Contribu-
tory.
Reading,
Poetry and
explana-
tion.

Writing.

Angular
Style.

Appendix D. repeated with fair correctness, their application to practical purposes is not sufficiently adverted to. What a relic of barbarism these same tables are—a concatenation of weights and measures without rhyme or reason! Surely the time has come for the adoption of the decimal system throughout these realms; what an incalculable relief its introduction would be to the schoolboy, what facility it would confer on him for computation in after life! Many of the schools are now devoting more attention to the neatness and precision with which the written exercises are executed.

Mr. Longman.
Rathkesale.
Present system of Weights and Measures.
Grammar *Grammar.*—Grammar is the least satisfactory subject of the school curriculum, both as to the manner of teaching and the beneficial results accruing to the pupils.

The fifth class can generally parse simple sentences syntactically with tolerable accuracy, and the sixth prose and poetry of obvious construction with fair correctness. Still their conversation, explanation of a passage, and composition, betray a want of application of the elementary grammatical canons, the force of association and habit proving more powerful to nurture, than teaching to overcome, local and provincial modes of expression.

Necessity of Analysis. To master structural difficulties and acquire facility in explaining and paraphrasing, an acquaintance with the analysis of sentences, which is little practised, is absolutely necessary.

Geography. *Geography.*—The proficiency in Geography is improving, and in many schools, where the subject had hitherto been neglected, owing in no small degree to the indifference of parents, a stronger tendency to its acquisition is now being manifested. The use of suitable text books, improved maps, and, above all, a more systematic method of instruction, will in time render this study more popular. For beginners the ordinary school maps exceed the abilities of the average child, and do not sufficiently excite his interest.

Return to the style of earliest published Maps. The style of our earliest maps published in the beginning of the seventeenth century was much better calculated to arrest the attention of children, though presumably not exclusively intended for juvenile reference. Doubtless the rising generation is daily discarding the simplicity of our ancestors

“*Aetas parentum, pejor avis, tulit
Nos nequiores.*”——

With them a map was what it still untruly professes to be, a picture of the earth, or a part of it. Hills and dales, plains and valleys, towns and cities, the last with their houses and church steeples and the many physical diversities of the landscape, were pictorially portrayed. The ocean was represented as bearing on its bosom the navies of the period, whilst beneath its surface floundered the monsters of the deep.

Why not take a page from the atlas of the old cartographer and construct a Map of the World which would be somewhat intelligible and interesting to young children? Such a map should be large, not too overspread with names of places, showing the typical inhabitants of each clime, with the most remarkable animals and vegetable products, &c., correctly outlined and coloured. On the divisions of the water might similarly appear the boats and vessels peculiar to different countries from the dug-out of the Pacific islands or the “corrach” of our western coast to the latest triumph of naval architecture. In the earliest stages a map on the plan of Mercator’s Projection, used in conjunction with the small globe, would be found most useful. What a wide field of interest would not this open to the child, and what a mass

of material to set him thinking; the map was no longer a meaningless puzzle, but an animated page from the book of nature, identifying countries with facts, and supplying the teacher with endless matter for the production of "mental pictures" on the minds of his pupils. Before facing the Map of the World, I think children, besides receiving general ideas as to the shape of the earth, should be made acquainted with the meaning and outline on the map of the most important geographical terms. For this purpose the Commissioners supply a chart which should be suspended in every school-room. The map of the county in which the school is situate has not, I regret, as yet been adopted by the teachers as an alternative subject for the Map of Ireland.

Agriculture.—A knowledge of the theory of agriculture, or in other words, of the text-book in use, is on the increase, but that much practical good comes of it I am not prepared to say—I suspect little. This district is pastoral rather than agricultural, and the farmers as a rule place little faith in book learning.

It is to be regretted that schools of agriculture and gardening are not more numerous and more appreciated, as doubtless an organized system of practical agricultural education should produce good results.

In a recent article commenting on the proposed reconstitution of the Department of Agriculture, the *London Times* thus alludes to this matter: "Agriculture is the greatest of our industries, and it is a highly technical pursuit. It is one of the oldest of the human arts, and in modern times it has absorbed a large assemblage of applied sciences. Technical education, the paramount necessity of which we have at last begun to recognize in relation to trade and manufactures, is at least as necessary to agriculture as it is to any industry in the land. The Education Department has been compelled by public opinion to take measures for the spread of technical education, and hence it may be urged that agriculture is entitled to similar assistance through the agency of an appropriate department."

In Denmark, which in regard to agriculture as an industry, resembles our own land, the system of education is most practical and comprehensive. In both the primary and more advanced schools, *Folkeskole* and *Landboskole*, especial instruction in agricultural science is given to pupils of both sexes. As peasant proprietorship and the extension of small holdings increase, the want of technical knowledge of farming, dairying, fowl rearing, &c., will be more keenly felt. To this might be added a knowledge of cookery of the ordinary products of the kitchen garden, a subject totally neglected at present.

Kindergarten.—The Kindergarten system is in full swing in two of the Convent schools, and has proved most attractive to the pupils. Besides the many educational and sanitary benefits to the children, it is most acceptable to the parents and acts as an incentive to regular attendance. The parents, from the specimens of juvenile handiwork brought home from day to day, have palpable and tangible proof that their children are kept occupied and are at any rate learning to use their fingers. Even when results fees cannot be earned, the Nuns have determined to pursue the system. In rural schools the cost of apparatus in the first instance, and organization, are the great obstacles to its adoption. The Kindergarten is education in the purest and truest sense, no cramming, no forcing on small capacities an undue amount of mental pabulum; here, hand and head work together, the child's crude notions are evolved, thoughts developed, and ideas drawn out without overtaxing the intellect. From this system should arise a race of

Appendix D.

Reports on
State of
Schools.Mr.
Longless,
Rathkeale.

Agriculture

Agricultural
system
in Den-
mark.Kindergarten
system.

Appendix D. vigorous thinkers, ever ready for the assimilation of further knowledge, instead of intellectual dyspeptics crammed to indigestion. A new adaptation and extension of the Kindergarten, which derives its origin from America, and has of late made its appearance in England, might, I should think, be usefully carried out in our larger female schools.

Reports on State of Schools. The primary object of the "Kitchen Garden System" is to remove from girls the idea that menial work is a degradation, to incline them to domestic service and prepare them for the practical duties they will have to perform as young servants. The "Kitchen Garden" is a kind of play housekeeping; the various operations of housework are reduced to practice through the medium of miniature bedsteads and bedding, laundry requisites, washing machines, rinsing tubs, mangles, smoothing irons, the cleaning work of the kitchen being similarly inculcated by utensils of a size and description adapted to the learners. At a later stage the pupils are taught how to clean a room, lay a table, &c.

Mr. Longman, Bathknole. A still higher development is the Slöjd system which comes to us from Sweden, having been introduced by Miss Lord. The word Slöjd is synonymous with artistic skill, and is applied where hand and head work together.

Kitchen Garden system. As explained by Miss Lord—"The system did not aim at teaching or training carpenters, but it was believed it laid the foundation of a high moral basis, which could not but be beneficial to those in after life, who in youth had gone through the course. It recognized no division of labour; but the student was taught to appreciate the charm of having made something entirely for himself, to observe the time and patience required to do this and the dignity of manual labour. The objects made were a means to an end for developing patience, order, cleanliness, neatness, industry, and to train the eye and mind."

Slöjd system. Light carpentering has been selected as a field of work in preference to other trades which demand much muscular exertion, as it "requires the minimum of physical labour with the maximum of skill."

Drawing. *Drawing.*—Drawing is taught in only five schools in this district. Few of the teachers possess certificates, nor is there any disposition to qualify for them; during the past five years I have had but two candidates for examination in drawing. Considering the importance, nay, actual necessity of at least an elementary knowledge of the subject as an introduction and subsequent essential to all technical employments, this neglect is to be deplored. Though agriculture may be said to be the only technical pursuit in this district, even here a knowledge of drawing would be no small advantage. As drawing as a study must sooner or later become imperative in our schools, a beginning might as well be made at once, by its introduction as an obligatory subject into Monitors' course. As an encouragement to the study and to give it a more practical bearing, a supply of models might be given gratuitously or at largely reduced prices to schools in which drawing was taught, fees being granted only where fair copies of such could be executed by the senior pupils in presence of the Inspector. Freehand drawing is of course essential as a foundation, but without a knowledge of drawing from nature is almost practically worthless.

Proposal to extend study of. It is further most desirable that suitable text books for both teachers and pupils should be placed on the Board's list—certainly those a knowledge of which is required by the programme.

Popularity of Drawing. It is a noteworthy fact that in a report on the City of Dublin Technical Schools, dated 8th March, '88, the hon. secretary shows that of all the classes in operation those in practical geometry and freehand drawing are the best attended.

Extra branches.—The tendency with the most experienced and earnest teachers is to eschew the extra branches, with the exception of geometry and algebra, as they find, not without reason, that the ordinary subjects are more than sufficient to occupy all their available time. A special text book in physical geography and a new one on book-keeping are much required, and a revision of the Girls' Reading Book, so as to consolidate the different matters of which it treats, and exclude all not referable to domestic economy or hygiene, would be desirable.

The following numbers were examined in extra branches during the past year:—

Algebra,	285	Trigonometry,	7
Geometry,	211	Mechanics,	3
Physical Geography,	250	Drawing,	560
Music,	802	French,	15
Girls' Reading Book,	238	Kindergarten,	421
Sewing Machine,	438		

Appendix D.
Reports on
State of
Schools.
Mr.
Loughnan,
Rathkeale.
—
Extra
Branches.
Improved
Text-books.

Irish was never taught, and Greek and Latin have ceased to be.

The district has been exceptionally free from any interference with the attendance in the schools arising from party or agrarian disputes. The few instances of such that did occur were happily got over without much inconvenience, and the schools speedily restored to their normal condition. The teachers have performed their duties with unswerving regularity, and but one solitary case calling for the intervention of the Commissioners has occurred. A good index of the popularity of a teacher is the attendance of the pupils on the days of the results examinations; and on these occasions, except where absence is unavoidable, I almost invariably find all the qualified in attendance.

Satisfactory
condition of
the District.

My relations with the Managers continue to be satisfactory, and few movements regarding the schools take place without a mutual understanding.

I am, gentlemen, your obedient servant,

J. M. LOUGHNAN.

Mr. W. A. BROWN, A.B.

Mallow, March, 1888.

Mr. W. A.
Brown,
Mallow.

GENTLEMEN—I beg to submit for the consideration of the Commissioners a general report on the schools of the district which has Mallow for its official centre. The schools are all situated in county Cork, and the pupils attending them are drawn from an area of over five hundred square miles, occupying the north-east portion of the county, and defined approximately north and south by the towns of Mitchelstown and Blarney. The work of inspection for the year just ended involved travelling nearly 4,200 miles. As the arrangements of the railway lines that lie within the district do not suit an inspector's work, nearly all the journeys have to be made by post car. Speaking generally, fertility of soil characterises the district, and the children have the appearance of being well fed and are comfortably dressed. Pupils for whom no school fees are paid form but a very small proportion of the children attending the ordinary schools. Inquiry among the teachers leads me to believe that irregularity of attendance cannot, to any considerable extent, be attributed to poverty of the parents; and while the usual reasonable grounds for keeping children from school are assignable, there appears to be no doubt that carelessness and indifference contribute to want of regularity

District.

Attendance

Appendix D.	in attendance, which forms the greatest hindrance to that continuity of
Reports on State of Schools.	teaching without which no system of education can produce its full effects. Here, as elsewhere, the best taught schools are, as a rule, best
Mr. W. A.	attended. When the efforts of an efficient teacher are seconded by the
Brown.	exercise of the manager's influence, the resulting circumstances of
Mallow.	attendance are the most favourable that can be produced by a voluntary
—	system. The work done under such conditions is so good as to raise high
Managers.	expectations of excellence if still more favourable conditions generally
	prevailed. It is but right to state that the managers as a body take an
	active interest in their schools. The zeal and earnest co-operation of the
	manager of the largest convent school I inspect have done much to bring
	it into its present efficient condition. The physical features of the dis-
	trict are not unfavourable to regularity of attendance, and the distri-
	bution of schools accords with the distribution of population. A short
	acquaintance with the district led me to believe that I had received it
	in good working order, and the experience of two years and a half con-
	firms me in this view. The number of favourable reports made during
	a year is large. Very few really bad schools are to be met with here.
	The classification of the teachers is probably higher than the average,
	and an increasing desire to attend the examinations for promotion is
	observable. On the whole the results system is being efficiently carried
	out. Unsatisfactory results are due rather to lack of knowledge than to
	lack of zeal. Suggestions for the improvement of subjects found defec-
	tively taught are honestly received and intelligently adopted. There is
	a healthy activity among the teachers who are generally alive to the fact
	that it will require all their energy to keep up with the advance in intelli-
	gence and professional ability that has marked the establishment of the
	Training Colleges, which are yearly supplying high classed teachers in
Result of Training.	such numbers that the competition for schools is now very keen. As
	the result of training I believe that before long the Assistants in many
	schools will be in the highest class, while the principals, whose circum-
	stances prevent them leaving home as easily as their subordinates, will
	be in the intermediate or lowest class. This is not in itself satisfactory,
	but is the result of altered conditions, of which the principal teachers
	may not be able to avail themselves. The rule now in force that excep-
	tional circumstances must exist to warrant the appointment of unclass-
	ed persons is an excellent one. It is acceptable to the managers
	whose hands it strengthens against the exercise of local pressure
	on behalf of inferior candidates, which has often been prejudicial to the
	true interests of the schools. Its provisions recognise the superior claims
	to employment of those who have had actual experience as teachers or
	monitors, or that special training which, in a measure, makes up for
	the want of such experience. So far as inspection between results
Systems of work.	examinations enables me to judge, the work of instruction goes on
	regularly throughout the year, and according to time table arrangements,
	thus ensuring that systematic and continuous effort, which, in the case
	of pupils whose attendance is regular, renders unnecessary the un-
	reliable process of cram. Occasionally a reminder that routine method
	is better than deviation therefrom is met with explanations of good
	intentions, but in these cases subsequent examination justifies the
	opinion that adherence to rule is the more excellent way. That trouble-
Pupils ineligible for examina- tion.	some class of pupils who do not qualify by attendance for examination
	receive as much instruction as their habits permit. They are as con-
	scientiously taught as the other pupils. Proposals to allow the ex-
	amination of those who are now excluded must be based on the laudable
	design of rewarding the teacher for the faithful but comparatively un-

remunerative discharge of his duty, but such suggestions are open to the objections that they remove a stimulus to efforts to check irregular attendance, and tend to lower the standard of examination. Though frequent checking of the special instruction supposed to be given to monitors is difficult, their answering at their special and final examinations is generally satisfactory and often very creditable. This shows that their literary instruction is duly attended to. I should like, however, to see more attention paid to the direct practical training of monitors in the art of teaching. Teachers are apt to consider the monitor as an assistant, rather than as a novice in the teaching profession. The examination of monitors in the teaching of lessons previously prepared which now takes place at results inspections, will tend to give greater importance to this part of a teacher's duty, if sufficient time for thorough examination by the inspector can be devoted to it. The influence of the teachers over the pupils is in many schools excellent. There are a few, however, in which the importance of discipline is not sufficiently appreciated, and where the "moral tone" of the pupils is less thought of than the desirability of gaining a fee. In the best schools habits of self-reliance and independence of character are fostered, and the work of an examiner in these is easy and pleasant. The work of the teacher is not much hindered in this district by bad school-houses or want of accommodation. About a dozen houses deserve to be condemned on the grounds of being too small, badly ventilated, or in bad repair. Three new houses are about to be built. Difficulty of obtaining sites and local contributions at the present time are assigned as the causes of delay in providing suitable buildings where their need is realised by the managers. The provisions of the Teachers' Residence Act have not been largely availed of in this district. As the circumstances of classification of pupils are important as showing the amount of schooling received by the children, a few statistics may be given. During the year ended 29th February, 1888, there were examined for results fees in this district 9,500 pupils. Of this number 40 per cent. were enrolled in classes higher than third class, the corresponding average for the whole of Ireland being given as 29 in a report published in 1884. This comparatively large proportion of senior pupils indicates want of employment for grown boys and girls, but I believe it also shows that the schools are generally well conducted. If remunerative employment were to be had even the best teachers could not induce potential wage-earners to pay school fees for instruction, but it is also true that even where the children have no money value, they are not allowed to go regularly through the senior classes of schools that are inefficiently conducted. Parents know little of a teacher's classification, but they are not bad judges of his ability as a schoolmaster. I shall now make some observations on the knowledge of the subjects of programme shown by the pupils and the methods of teaching practised in the schools.

Reading.—Criticism on this subject divides itself into two heads, viz., the effect produced by the reader on the listener, and the advantage derived by the former from his acquiring a knowledge of the meanings of words and their grammatical connection and the subject matter of the Reading Books. Fluency and general correctness of pronunciation are the rule; a monotonous tone is as prevalent. The difference between the pupils' tone in reading and their tone in conversation may almost be taken as a measure of the defect in the former. The recognition of this fact would tend to produce a natural style of reading instead of the strained delivery which differs little from chanting. It is matter of general

Appendix D.
Reports on
State of
Schools.

Mr. W. A.
Brown.
Mallow.
Monitors.

Discipline

Classification
of
pupils.

Appendix D.	<p>complaint that a really intelligent knowledge of the meaning of the passages read by the pupils is seldom shown. Nothing is more characteristic of good schools than the care with which all that is included in the term explanation is taught. No subject of the Programme affords a teacher a better opportunity for training the pupils to habits of attention and observation or for developing general intelligence than the Reading Lesson. Power of expression is cultivated by the answers drawn out by the skilful teacher, and in this way most useful introduction to composition is effected. The explanations that are given in connection with the Reading Lessons are often too abstract, not familiar enough, not such as lead the pupil to see that the words of the book are but the expression of facts with which he is already acquainted. Greater use of the pictorial illustrations in the books might be made with advantage, especially in teaching the Junior Classes. The condition laid down in the Programme in force last year that a "pass" in Reading in the highest class depended partly on intelligent explanation, worked very well. Indeed it is difficult to see how intelligence in reading can be thoroughly tested in any other way than by questioning the pupil on what he has read, as apparently intelligent reading is often exposed by a simple question which makes it clear that the intelligence was all on the examiner's part, and if in such cases a fee is gained, it can scarcely be called a payment by Results. It is doubtful whether the Reading test of the highest class (Sixth Class, Second Year) is relatively as difficult as that laid down for the lower classes, unless great weight be attached to explanation. The mere mechanical difficulty of Reading and want of familiarity with words is overcome by the time the pupil has got through the first half of the Sixth Book, and during his last year in school the Reading Lesson is chiefly valuable in giving information, developing intelligence, and power of grasping the connection of words in a sentence and the force of a passage. Pupils of primary schools when their schooling is over have little occasion for reading for the enjoyment of others. Ability to understand a book or a newspaper is more valuable to them than the acquisition of a good style. The adoption in many schools of the system of questioning on the grammatical connection of words, ignorance of which and not of the meanings of words was the great defect, has produced excellent results. Repetition of Poetry is generally accurate. The practice of transcribing the poetical pieces, which has been followed for many years, has resulted in verbal accuracy, and mere nonsense in repetition is seldom met with. In several schools great care to produce a good style of reciting is taken; in a good many preliminary explanation of the object and bearing of the piece is given, and in nearly all the meaning of words is explained.</p>
Reports on State of Schools.	
Mr. W. A. Brown.	
Mallow.	
Explanation.	
Style—of secondary importance	
Quality of work.	<p><i>Grammar.</i>—The proficiency in this subject is less uniform than in any other. In some schools it appears to be considered merely as a means of affording intellectual exercise, and where this is the case the treatment of the subject is anything but intellectual, while its practical value as an instrument for helping the pupils to speak correctly and to understand what they read, is quite overlooked. The tendency to accept imperfect answers and to permit slurring of the definitions is one of the chief defects in the methods of teaching grammar. The importance of the <i>quality</i> of work is not sufficiently appreciated. A desire to urge on the pupils with undue haste, to crush two years' work into one, requires to be firmly resisted. This unwise impatience is most observable in the case of fourth class, in which the forcing process often results in a breakdown at the examination. Where improvement in the subject has been noted, it has been effected by simplification of definitions</p>

for the class in which it is begun, strict adherence to the terms of the Programme in the next higher class, and in the highest class by a tendency to make parsing analytical in character, by directing attention specially to "government" and to the connection of the parts of the sentence. Cumbersome systems of analysis are worse than useless, but the substitution of a simple kind of analysis in the second examination of pupils of the sixth class instead of the parsing now required, has much to recommend it. For a pupil who has spent five school years in learning etymology and syntactical parsing almost the only difficulties are such as analysis deals with. They are difficulties of construction, and at present much valuable time is lost in the constant repetition of grammatical trifles which give the pupil very little help in grasping the meaning of what he reads. The incorrect pronunciation of words is checked in the schools, but I do not find that the common grammatical blunders of the children are systematically and constantly corrected. Letter writing is not very good. Where it is best taught books on composition and letter books are very little used, the teacher himself writing for the pupils' imitation, and giving much more direct useful instruction than is given in schools where printed letters are chiefly relied on. The blackboard ought to be more generally used in the first stages of instruction in composition.

Geography.—With the opinion that geography ought to be an optional subject in National Schools I cannot agree. Even if a defective Programme were badly taught the educational value of geography would be great. No subject has in it more humanizing elements, while there is none whose true value is more easily overlooked. It is the unnatural exclusion of the human element and the equally unnatural neglect to connect the teaching of geography with the facts of daily observation that tend to obscure its real importance. Rivers on the map are quite a different thing for the pupil from the river that flows by his father's house, and the Rocky Mountains are a black blotch in the left hand corner of the Map of the World. Geographical readers with their illustrations and familiarly-worded accounts of the habits and customs of other nations, and of remarkable natural phenomena ought to prove in the hands of a skilful teacher as interesting as a story book. No great difficulty is found by the teachers in having the classes prepared for examination in this subject, and the percentage of passes is fairly high.

Writing.—Really bad writing is seldom met with. In a few schools where writing is not taught but picked up by the pupils from the headline, with very little attention on the teacher's part, the results are unsatisfactory. The use of ruled slates and head-lines written between the lines of a ruled blackboard produces as good writing in first class as that of any other class.

Spelling.—Very few remarks on this subject are necessary. In the junior classes a high standard is attained. Failures in the senior classes are, of course, more numerous, but even in these classes the subject is carefully taught.

Arithmetic.—Arithmetic is successfully taught. In a large number of the schools more than 90 per cent. of the pupils pass, and in a good many not more than one or two of those presented fail. Where great ignorance of the subject is shown, and this is very seldom the case, the teacher probably has difficulty in teaching it, and would be the better of having to pass a good examination on the subject. A common cause of failure is the misapplication of rules which are learned off without much

Appendix D.
Reports on
State of
Schools.

Mr. W. A.
Brown.
Mallow.

Improve-
ment.
Analysis.

Composi-
tion.

Appendix D.

Reports on
State of
Schools.

Mr. W. A.

Brown.

Mallow.

support from principles. My experience on this point quite coincides with that of Mr. Dewar, whose remarks in a Report for the year 1882 I quote:—"Failures occur, too, from the wrong application of rules. Pupils are taught rules, not principles I should like to see arithmetical questions solved from primary principles, not by rule; by common sense, not by a strain on the memory." On many occasions the monitors have been found very ignorant of the theory of arithmetic, but the fact that a high value is attached to theoretical questions at their special examinations, has undoubtedly produced considerable improvement.

Agriculture.—The text-book on agriculture is accurately learned. Answers to plain, obvious questions, not requiring much reflection, are given with absolute correctness. The book is, however, often treated as a catechism without proofs. Too little attention is paid to the reason of the thing. Familiar explanation and appeal to the pupils' observation of agricultural processes are required to assist the memory, and make its efforts of permanent practical value. It is difficult to measure the amount of good done in the schools by the teaching of this subject, but this at least can be said, that in most of the schools the text book is being taught so as to ensure a knowledge of facts, and in the best schools, an additional knowledge of the principles underlying them.

Needlework.—Plain sewing and knitting are generally well taught. In a considerable number of the schools the work of the senior pupils is very good. Articles of dress cut out and made up by the pupils are exhibited on the day of examination in schools where the teacher is skilful in needlework. The general adoption of the plan of bringing completed articles of dress for inspection would give point and practical direction to instruction in this branch. The actual completion by the pupil of an article fit for wearing besides its practical usefulness, possesses an educational value in the sense of power and satisfaction which the attainment of a final result inspires.

Singing by
ear.

Music.—Instrumental music is taught in one school, vocal music in fifteen. It is to be regretted that so few teachers are competent to teach singing. The demand for persons having certificates in this subject is, however, increasing. If singing by ear were permitted a great stimulus to teach this branch would be given. The question as to whether singing by ear deserves encouragement in primary schools depends largely on the circumstances of the country. In this country where population is scattered, not collected in towns, instruction in singing cannot be continuous. It ceases with the pupil's school days. There are not musical societies to take up and encourage those who have shown special aptitude in school. If there were, the altered circumstances would require different treatment. But if singing in school is in itself valuable, both as a means of education and as a source of enjoyment, it is a pity that its general cultivation should be hindered, as it is, by requiring a slight knowledge of the theory of the subject, which, in the great majority of cases can never be increased so as to be practically useful. From this point of view the desirability of encouraging singing by ear is to be determined by what is expedient under existing conditions, and not by what, under perfect conditions, might be absolutely best.

Extra and Optional Subjects.—Extra subjects are taught in more than half the schools. Algebra is often well known, geometry not so satisfactorily. Physical geography has been learned by rote hitherto, the principles being neglected; so that the results in this subject have

been unsatisfactory. Book-keeping is being less commonly taught than formerly. The difficulty of properly preparing the pupils of sixth class has made the subject unpopular. Probably such knowledge of book-keeping as is required of the pupils of the fifth classes is useful, as it produces neatness and accuracy in writing and copying, but it is doubtful whether the time spent in learning the theory of the subject in the highest class, might not be more profitably spent in thoroughly grounding the pupils in obligatory subjects.

Appendix D.
Reports on
State of
Schools.
Mr. W. A.
Brown.
Mallow.

Training.—Of the work done by the Training Colleges recently established it is difficult to speak particularly. One result of training is, however, observable. Contact with other teachers, exchange of views, increase of experience, definite instruction in methods of teaching, have made the trained teacher a person of larger sympathies, removed prejudices, and given a wider grasp of the possibilities in teaching.

General Observations on Methods of Teaching.—Speaking generally of the methods of teaching practised, the chief defect is the excessive cultivation of memory, to the neglect of the due development of the powers of reflection and judgment. It is in the senior classes that this is most apparent and at the same time most serious. Inspection frequently shows that subjects are entered on without preliminary explanation of their object, and taught throughout the year without familiar illustration or appeal to the pupil's own observation and experience. The result of this is the committal to memory of a large amount of matter which, for want of a little direction, stands unrelated to the pupil's previous knowledge. This defective method is chiefly met with in the teaching of reading, geography, and agriculture. The fault is due partly to the teachers overlooking the superiority of a more intellectual method, and partly to the large amount of work attempted. Aiming at too many subjects, and irregularity of the pupils' attendance, are largely the cause of want of thoroughness, and narrow mechanical teaching. An effective system of compulsory education, and the more direct definite recognition of the *quality* of the work done, would remove any reasonable ground of excuse from the efficient teacher, who is sufficiently influenced by a sense of duty and professional reputation, and any pretext from the inefficient, who is most easily affected by what pays. The great value of requiring accurate and complete answers does not receive the recognition it deserves. Impatience of detail, the desire to get through a class programme any way, and, not unfrequently, an effort to give the pupils a smattering of the work of a class higher than their own, are fatal to precision and sound teaching. Teachers are often satisfied if a pupil vaguely hints that he knows the answer to a question, and pay little attention to the terms of the answer. This leads to inaccuracy and confusion of thought, with consequent loss of results' fees, as what appeared to be a struggling expression of knowledge turns out to be a mere veil for ignorance. Attention to verbal accuracy, and to the form of answers, would give the pupils command of words and facility of expression, and in this way the difficulties of composition would be easily and gradually overcome.

Character of the Teachers.—Among so many teachers it is but natural that there should be some who are not apt to teach, or who lack that force of character and power of control which are essential to the maintenance of discipline. The number of this class is, however, not very large, while the number of those who shirk their duty, or perform it in a perfunctory manner, is still smaller. A good many teachers in this district possess the power of communicating knowledge in a high degree, and nearly all are patient and sympathetic in disposition. If it has been

Appendix. my duty to notice defects observed in the course of my inspection, it is
Reports on a pleasure to have to state that there are many teachers who faithfully
State of and skilfully discharge their duties, and, in the practical work of their
Schools. schools, give a liberal interpretation to the excellent maxim that the
Mr. W. A. business of a teacher "is not so much to teach all that is knowable as to
Brown. raise in the pupil a love and esteem of knowledge and to put him in
Mallow. the right way of knowing and improving himself."

I am, gentlemen,

Your obedient servant,

W. A. BROWN.

The Secretaries,

Office of National Education.

Dr.
Beatty.
Bantry.

MR. H. M. BEATTY, A.M., LL.D.

Bantry, March, 1888.

Character
of the
District.

GENTLEMEN,—I have the honour to submit my second general report on the state of National education in this district.

As to the limits of the district, there has been no change since the date of my last general report, two years ago; and as to educational activity, it is not likely in remote localities, such as this, to develop any very striking forms. Nature herself in her course fights here against the schoolmaster. The towns or villages shut up in their glens are deprived of the advantages of ready transit and communication, which are so necessary to educational and all other progress. Even the erection of the schoolhouse is no easy matter. Stone, indeed, there is in abundance; there is enough (when it is blasted) to furnish schoolhouses to the kingdom. But lime is as scanty as stone is abundant; a great reef of sandstone has cut here through the field of limestone which covers so much of Ireland.

The district is divided between the counties of Cork and Kerry (about one-fifth of the schools being in the latter), and reaches from Kenmare on the north to Mizen Head on the south, and from Dursay Island on the west to beyond the well-known Pass of Keimaneigh on the east.

There is only one town of any size, that is Bantry, and only two large villages, Kenmare and Castletown-Bere. With the exception of some cloth making and butter working, there is no opening for industrial employment for the rising generation, though the recent development of the mackerel fishery and the employment of labour attendant thereon will probably tend to an improvement in this respect.

Improve-
ment in
buildings;

Under these disadvantageous circumstances, a small amount of progress in educational matters should be regarded as satisfactory. But in some respects the advance has reached much beyond this mere minimum limit. Accommodation is being extended at more than the rate necessary to keep pace with the increase in the attendance; and the accumulated debts of past years in the way of renewal and erection of schoolhouses are being cleared off. During the past two years three

schools have been opened in entirely new ground, and six old schools have been superseded by eight new ones. Thus altogether eleven new schools have been added, all vested either in trustees or in the Commissioners.

Appendix D.
Reports on
State of
Schools.

With regard to the classification of the teachers much remains to be done; but some improvement in this respect is visible.

Dr.
Beatty.

The classification of the children is generally creditable, and an advance is perceptible within the period referred to. I lately examined a village school where more than 20 per cent. of the pupils were presented in sixth class. In the ordinary circumstances of primary education it is probable that a larger proportion than this of children in the highest class can never be fairly expected. This case is of course quite exceptional here; but it is a matter for congratulation that the old style of school, where nine-tenths of the children were enrolled below fifth class, and a sixth class pupil was a remarkable phenomenon, is rapidly passing away.

Bantry.
in classification
of teachers and
pupils:

In another matter, improvement though slow is perceptible. Till quite recently it was, and in some cases is still, the evident ambition of every male teacher to present some of his boys in geometry and algebra. This in itself is a laudable ambition; but when the teacher is either too ignorant or too inefficient to give any effective instruction in these branches the case is altered. An average third class teacher would not be likely to succeed in such an enterprise; and yet, probably with some notion that the teaching of these extra branches gave a sort of standing in the profession, third class teachers were generally the most reluctant to abandon them, even after repeated failures to obtain the most meagre success. In this respect a new era is setting in. Where extra subjects can be taught successfully, they are increasing; but, where success is evidently hopeless, they are being dropped, and the time thus gained is being devoted to the essential subjects. This is in every way right and proper; and it is not improbably due to a certain extent to the filtering down even into remote places of that great truth in education—that the main point (and moreover the main test of a teacher's rank in his profession) is not *what* is taught, but *how* it is taught; and that a teacher who can train and teach infants or first class with dexterity and sympathy may be, as a teacher, far superior to the professor of languages and sciences without end. Till recently the teachers generally were so ignorant that knowledge, whether combined with teaching skill or not, was the first point on which attention had to be concentrated. And this shows the wisdom with which the Commissioners have made classification depend ultimately upon examination; although in this they have abandoned the principles generally accepted both in the most highly developed Continental States, and, to a certain extent, in England. In the future, however, when the standard of knowledge has risen, and all teachers have acquired considerably more than a mere minimum, some modification might be desirable. In England, I believe, that the highest step depends upon school-keeping; and there is a good deal to be said in favour of this arrangement.

in thoroughness
of teaching.

With a view to the attainment of more effective teaching, I have found it very useful to urge upon the school staff an exact division of work. This fixes responsibility and gives a more definite interest to the special portion of work undertaken; and of course possesses all the advantages which Adam Smith long ago pointed out as following from the division of labour in industrial occupations: such as the greater special dexterity in the particular branch undertaken, and the saving of

Division of
labour.

Appendix D.
Reports on
State of
Schools.

By
Bantry.

time, which would otherwise be lost in passing from one matter to another. It is not, however, easy to make teachers recognise its advantages; and, where the work is successfully accomplished, the necessity for it is not pressing. But where this is so, the work has been almost invariably distributed already. In backward schools the case is different. No doubt some rough partition is made in every school; but ill-success is due very often, not to the want of a division, but to not adhering to the division. Strict adherence to the arrangements is absolutely essential in order to draw from them their full advantage. It is perhaps worth consideration whether it might not be desirable to assign a place on the time table for a record of the division of work then in force in each school. From experience in this district (and now the majority of the schools, employing an assistant or monitor, work here under such an arrangement), I do not think that the enforcement of a division of work, selected by the teachers after consultation and mutual agreement, entails on them any hardship. With regard to monitors, the information thus afforded by the time table would be very useful. In many schools there is a tendency to promote monitors to teach some of the higher classes. I have found a monitor of the first year set to teach the fifth class. This is an abuse, injurious both to the monitor and to the children; and the sooner it is brought under notice the better. I may further remark that a division of work is becoming daily more necessary on account of the commendable tendency to divide large schools by the addition of class-rooms. This tendency has made little way here as yet; but it is plainly progressing. Within the past year three country schools have had class-rooms added to them.

Writing.

With regard to the subjects of the programme:—Writing is in the proverbially happy condition of requiring no history. It is going on well, and making even, steady progress. This improvement is in one way almost inevitable; for, in many of the older houses the matter for wonder was not that writing should be faulty, but how children ever learned to write at all. The newer houses have desks excellent for writing purposes, and (let us hope in the future) for a wide-spread teaching of drawing as well.

Here I may take occasion to suggest that holes in desks for ink-bottles should be added to the specifications for vested schools. At present no apertures are made for the purpose; thus producing a continual risk of the ink-bottles being swept off the desks.

Arithmetic.

Arithmetic again is solidly taught, though without as close a connexion with practical life as might be wished.

Spelling.

Spelling in the junior classes leaves little to complain of. In the higher classes failures are not infrequent, owing generally to unintelligent teaching. Few teachers know how to read a passage with due attention to the division into self-connected clauses or phrases. This is a serious defect, and leads to the loss of one useful instrument of intellectual training. For, apart from the usefulness of dictation in providing children with the mechanical ability to spell detached words correctly, it might be made an important means of discipline in the intelligent use of language, and therefore an auxiliary to reading.

Reading.

Reading itself is unsatisfactory. In the junior classes this weakness does not come out so prominently as farther on, and the subject is improving among these children. In the first class some years ago the reading was practically merely the pronunciation of isolated words, and not reading of sentences. The result was a series of jerks or jumps or (perhaps more nearly) barks of a most distressing character. The more interesting character of the revised Third Book has, as

might have been anticipated, produced a more fluent style; but immediately after in the fourth class a serious falling off occurs. Apart from any question of intelligence or fluency, even the pronunciation of separate words is not generally successful. This is probably due in part to the distasteful character of many of the lessons, and in part to the large amount of matter contained in the book. The third class reads 157 pages; the first stage of fifth, 148; the second stage, 195 pages of new matter; while the fourth class has 224 pages assigned to it.

Grammar (especially in the fifth classes) is probably the poorest subject in the programme. Neither pupils nor teachers seem to understand it. I find over and over again glaring mistakes in the grammar exercise-books uncorrected; and there is strong reason to believe that in many cases the errors remain uncorrected because the teachers do not know of their existence. The subject is highly abstract, while its usefulness and connexion with practical life are very doubtful. It is supposed to be the art of speaking and writing with propriety; but this, though true enough in the Middle Ages (when, as Cardinal Newman points out, the name grammar was applied to the study of authors and the arts of composition, and embraced what we mean by scholarship) is very far from being the case now. A schoolman might say with truth—*gramm loquitur*; grammar now-a-days does not speak or teach to speak, it is a science, not an art, and an abstract one.

Under these circumstances it is worth considering whether it might not more appropriately be relegated to the list of optional subjects; especially now that the addition of agriculture has raised the essential branches to the unmanageable number of seven. This would let loose more of the energies of teacher and children for reading; which, with the late extension to fifth class of exercises in letter writing, would probably more than compensate for the loss of scientific grammar, so far as writing and speaking correctly are concerned. I may perhaps mention that two late changes in the New Zealand system of education have been to make grammar and geography class instead of pass subjects, and to make drawing compulsory.

I am sorry to say that very few teachers in this district have taken advantage of the option left to them of substituting the map of the county in fourth class for the map of Ireland. This, however, is easily explained. The map of Ireland being now required again in fifth class, it is a relief to them to have this part of the programme already accomplished in the previous year, thus leaving Europe alone as fresh ground for the first stage of fifth. It will probably be necessary in the future, in order to give the county any chance of being taught, to make the teaching of it compulsory. But at present that would be a severe measure; as the only maps as yet available are quite unfit for class-teaching. The best remedy would be for the teachers themselves to sketch out the maps in Dr. Joyce's Atlas of Ireland on a large scale; but the absence of drawing skill will render this suggestion a vain aspiration.

Agriculture is slowly but surely advancing; and except in the fourth class, where the difficult expressions and far from clear arrangement of the text book raise serious obstacles, the work is generally fair.

Book-keeping is, so far as neatness and penmanship go, also improving; but as to the meaning of the entries there is little advance to be recorded.

Of extra subjects, drawing and music, where they are taught, are well taught. But the number of schools where this is so could be more than counted on the fingers of one hand. This is especially to

Appendix D.
Reports on
State of
Schools.

Dr.
Bentley.
Bantry.

Grammar.

Geography.

Agriculture.

Book-
keeping.

Drawing
and music.

Appendix D.

Reports on
State of
Schools.Dr.
Beatty.

Bantry.

Geometry
and algebra.Physical
geography:
defects of
the text-
book.

be regretted with regard to drawing, which might be made so useful both practically in aid of industries of almost every kind, and aesthetically in spreading the rudiments of taste and some general notions of symmetry. One instance of its importance in nurturing industries has come under my notice in the Kenmare Convent, where the lace industry, so beneficially established by the Sisters, has received a most powerful impetus since the lace-working took for its foundation a previous training in drawing.

Geometry and algebra are frequently taught in boys' schools; and the teaching shows increased effectiveness. The habit of ornamental presentation of boys, destined to fail, in these subjects year after year, is passing away.

Perhaps the most interesting subject in the extra list is physical geography. But as taught in our schools that epithet cannot be justly applied to it. This is owing to the want of a proper text book. The only source of information on the list is Sullivan's Geography Generalized. The earlier portion of this book is nominally devoted to physical geography. But in reality a great part of it is simply descriptive geography: such a description of rivers, mountain ranges, &c., as usually finds its place, not at the beginning and in the lump as here, but in sections under the head of each continent. Even if the treatment were formally scientific, the absence of many illustrative details, which have now become the commonplaces of physical geography, would render it comparatively useless. I think I am right in saying that in Dr. Sullivan's book there is no mention or hint of the existence of such phenomena as glaciation, or the changes in the elevation of the land by upheaval and subsidence, or the marvels of the Atlantic ooze. Indeed any pupil who, having been nurtured on the physical geography of Dr. Sullivan, should take up one of the numerous excellent hand-books at present in use, might be led to doubt whether the subject was the same in the two cases, so much do they differ in form and in substance. This is a pity. Physical geography, as it deals to a great extent with the phenomena of ordinary nature, and as most of its principles can be verified and illustrated by facts coming within the reach of any ordinary child, especially in the country, might be made extremely interesting, and moreover, might, in many cases, be made an introduction to some of the scientific principles of practical farming. It is hardly necessary to mention the many excellent text-books on the subject to be obtained at present, such as Geikie's, Page's, Huxley's; but it is worth observing that, for instance, Geikie's Primer costs in gross price only one shilling, and that therefore it might probably be sold by the Board at little over sixpence.

I have the honour to be, gentlemen,

Your obedient servant,

H. M. BEATTY.

The Secretaries,

Education Office,

Dublin.

Mr. W. PEDLOW, B.A.

Dunmanway,

10th March, 1888.

GENTLEMEN,—In compliance with instructions I beg to submit for the information of the Commissioners, my General Report on Primary Education in this District.

Nine years ago the district was remodelled on the formation of an additional centre at Bandon, and since that time no change has taken place in the area, and the number of schools has only been increased by three.

The mountain range, of which Sheehy is the culminating point, forms the boundary line on the north, the sea-coast from Galley Head to Cape Clear and Roaring Water Bay on the south and west, and a margin line from Newcestown to Milltown on the east. The population consists chiefly of farmers and labourers. No manufacturing industry has yet been attempted, and agricultural pursuits are the mainstay of the inhabitants. One interesting, and I hope beneficial, change has taken place since my previous Report, and that is the establishment of a Fishery School at Baltimore, which is likely to bring to it a circulating capital, and to give a great amount of profitable employment. In 1879 Baltimore consisted of a few miserable cabins, now it is a compact and well-built little town, with good houses and fairly well-to-do residents. During the fishing season it is the centre of a flourishing trade. Some years ago its waters were only ruffled by the poor fishermen's boats, now it is quite common to see from six to ten steamers in its harbour and a fleet of fishing vessels varying perhaps from 50 to 500 from France, England, Scotland, and Ireland. In addition to the fishery establishment, two good vested schools have been built there, so that literary instruction as well as technical, is receiving due consideration.

Before entering into details as to the working of the schools, I shall make a few observations briefly on matters which came under my notice during the last three years. One feature I am glad to be able to refer to is the ever increasing interest which managers take in the welfare of both teachers and pupils. I seldom conduct results examinations without visits from them, and they seem most anxious to obtain correct information regarding work done, and the way in which it has been done. In all parishes, except one, they have provided suitable schools, and in most cases where teachers' residences were required they have taken steps for their erection. I can compare with satisfaction the buildings now provided for teaching purposes with the wretched and unsuitable hovels they have superseded, but regret to find that some houses are not so substantially built as might be expected from the money spent. More frequent visits by the officers of the Board of Works are necessary, to see that the stone, mortar, and other materials used are of the best description. There are now in operation in this district 101 ordinary, three Workhouse, one Convent, and two Model school. Of the 101 ordinary schools, eighteen have been built and vested in the Commissioners or Trustees, and nine enlarged since my appointment to Dunmanway. Six residences for principal teachers have also been built by State aid. I could not describe a single school-house as bad, twelve are middling, but at the present time applications

Appendix D.

Reports on
State of
Schools

Mr.
Pedlow.

Dunman-
way.

School-
houses and
residences.

Appendix D.

Reports on
State of
Schools.

Mr.

Pedlow.

Dunman-
way.

Health.

are before the Commissioners for grants to replace three of these, and applications to replace some of the others will shortly be made.

I have repeatedly called the attention of managers and teachers, and I believe with success, to the subject of health. Some years ago teachers overlooked the physical training of the young, and considered their duty entirely confined to mental instruction. Almost every evening I met little boys and girls returning home from school between 4 and 5 in the evenings, and especially before results examinations. Nothing can more seriously interfere with good health than for children to be kept fasting from ten in the morning until five in the evening. They rarely take any lunch with them; and in severe weather many are badly clothed. As a consequence sickness ensues during the winter months, the attendance rapidly diminishes, and when epidemics occur, the physical constitution is not strong enough to resist them. The suggestions given, where I thought they would be carried out, were: in cold and wet weather to keep good fires in the houses, so that pupils would find the rooms as comfortable and pleasant as at home, to give twenty or thirty minutes for play every day, to terminate the business at or before half-past three o'clock, and to insist on all in attendance coming perfectly clean, and with clothes well mended or patched in necessary cases. Boys in rags were formerly seen in almost every school; now their sisters, with little expense, mend their clothes, and help to make them comfortable. It was with some difficulty that teachers realized the importance of warm clothing, and the necessity for making suitable winter garments during the hours set apart for needle-work. They are, however, by degrees seeing the advantage of doing so, and a boy in tatters or a girl untidy is an exception to what was formerly a rule. In Dunmanway and in Skibbereen pupils were very untidy, and evidently neglected by their parents. This is not now the case. Senior girls, under the guidance of thoughtful principals, to some extent take care of their younger brothers and sisters, and this has the advantage of fostering family affection, which should exist in the school as well as at home.

Punish-
ment of
pupils.

A defect with teachers generally is too great severity, roughness of manner, and a want of sympathy with young children. Cases have come under my notice, and have been the subject of inquiry, where pupils were punished quite unnecessarily, and at results examinations pupils have been marked absent, as their parents refused to allow them to attend, in order to inflict a punishment on the teachers, for severe treatment some time before. I am afraid that passion is too frequently indulged in, instead of a calm consideration on merited punishment. During last year complaints were made to me by parents on this subject, and I endeavoured to impress on managers that the proper persons to inflict chastisement, in cases of serious violation of discipline, were the parents themselves. Now that principal teachers are so well paid that they can afford to devote their entire time to their professional duties, it is not too much to expect that they should regularly visit parents, point out to them deficiencies, and endeavour by their influence to enforce good attendance, and observance of the rules under which the system of National education is carried out. The duties of an inspector when visiting managers are more onerous, and take up more time. Visiting parents is scarcely ever done. If it were, the need for a compulsory system would disappear, and local contributions be largely increased. Parents in most cases know little about the progress of their children.

Visiting
parents.

A singular feature is the length of time senior pupils remain at

school; some with the prospect of gaining appointments under the Board, and others with no fixed object in view. At the commencement of my inspection career I examined boys older than myself, a thing which I need scarcely say never happens now. The age in sixth class ranges between thirteen and twenty years, and much time is uselessly spent because the curriculum in an ordinary National school is not well understood. When the programme for sixth class has been mastered, and two examinations in that class passed, a good foundation in English is laid and the pupils are fit for intermediate or advanced schools, for business, or for manual labour, such as can be procured. It is between the limits of age mentioned that the special talents of boys are displayed, and in rural Government schools no provision is made for the development of special tastes. I hope that a system of technical education will be introduced on an extensive scale, so that grown-up young men and women will not be wasting their time at National schools, when they have acquired as good a knowledge of their subjects as the teachers themselves possess. The results system seems well adapted to give instruction to all alike, on the supposition that the talents and application of all are alike, and this, too, is the case during the first six or seven years of a child's school life, but when the fifth and sixth class standards are reached, an appreciable difference in intellect and capacity can be discerned, and some display ability for science, others for art. The special grooves of thought suited for each child of good intelligence cannot be matured under a results system, and it is for this reason chiefly that parents who can afford to educate their children well, should make their National school days terminate at the age of fourteen or fifteen years. Those who cannot afford to send their children to other schools, or who intend them for business, or to assist at agricultural or other employment, should not allow them to spend their time at school, but direct their energies to the occupation by means of which they are to gain a livelihood.

I shall only refer generally to one other subject, that is results examinations. The day appointed for inspection is looked forward to with interest, and the ordeal that pupils think they must pass through is one that creates a lasting impression on the memory. All are anxious to be examined, and to appear as neat and well dressed as possible, on the specified day, and often I have had to examine boys on the second day, who were absent on the first because their elder brothers had the clothes in which they on the second day appeared. I frequently considered what an inspector could do to make this ordeal as easy as possible, and to ascertain without annoying or confusing children of tender years, exactly how they have been taught. The only suggestion I am able to offer is to examine orally as much as possible, to talk to the little ones in a conversational and natural tone, to gain their confidence, and when this is done what they know will with readiness and delight be answered. I tested the merits of written and oral examinations for years, and have come to the conclusion, that in elementary schools tests on paper are too severe and uncertain. Oral examination finds out how much a child knows, written work sometimes fails to do so. I shall take geometry as an illustration. I examined monitors and senior boys in different schools who wrote their propositions most correctly, but when I questioned the same boys orally as to how they arrived at their different conclusions, I ascertained that they had no grasp whatever of this science, and that they were entirely depending on memory instead of thought. In these cases the teaching was bad, and the reasoning faculties not brought into action. On the other hand, I

Appendix D.

Reports on
State of
Schools.Mr.
Pedlow.Dunman-
way.Curriculum
in National
schools.Results
system.Exami-
nations,
written and
oral.

Appendix D.
Reports on
State of
Schools.

Mr.
Pedlow.
Dunsm-
way.

Teachers.

examined boys orally who could answer intelligently, but were not able to express their thoughts on paper. No doubt boys in sixth class should be able to do so, but it is too much to expect, that in either fourth or fifth children could display their knowledge in writing, at a time when they are not supposed to be able to compose a simple letter. Of course examinations in such subjects as arithmetic and algebra must be chiefly on paper.

Teachers.—It gives me great satisfaction to report that the teachers are hardworking, and to a great extent unselfish in their efforts to promote the welfare of those intrusted to their care. A few are negligent but they form an exception to a general rule, and have other occupations to engross their time. Some are over zealous, keep their pupils working too closely, and do not correctly estimate the strength of the child in comparison with the man. I can, however, with pleasure refer to their vast improvement in efficiency, emoluments, and classification during the last ten years. The following statistics prove better than anything I could say what a change has taken place in this space of time. In 1879-80 the classification and emoluments were as follows:—

Income of
teachers.

Class.	Male Principals.		Female Principals.		Male Assistants.		Female Assistants.	
	No.	Average Income.	No.	Average Income.	No.	Average Income.	No.	Average Income.
		£ s. d.		£ s. d.		£ s. d.		£ s. d.
I ^a .	1*	—	2	80 16 8	1*	—	—	—
I ^b .	3	98 9 9	3	84 13 0	—	—	1*	—
II.	30	79 18 7	20	67 17 6	2*	—	10	88 19 1
III.	21	59 48 0	18	51 16 4	16	43 12 7	26	36 1 8

From the last returns for 1887-8 classification and emoluments were as follows:—

Class.	Male Principals.		Female Principals.		Male Assistants.		Female Assistants.	
	No.	Average Income.	No.	Average Income.	No.	Average Income.	No.	Average Income.
		£ s. d.		£ s. d.		£ s. d.		£ s. d.
I ^a .	1	139 17 0	7	103 14 10	1*	—	1*	—
I ^b .	6	122 10 10	8	89 13 2	—	—	2*	—
II.	38	91 4 9	21	77 15 7	4	50 17 1	10	49 12 9
III.	12	63 15 2	12	58 19 2	9	43 4 11	22	42 2 0

* Model school teachers, income excluded from return.

In calculating average income, model, convent, and workhouse schools are excluded. It will thus be seen that when I took charge of the district there were only six teachers in first class, whereas now there are twenty-six; then there were thirty-nine principals in third class, and now there are only twenty-four. If more evidence of progress were wanting it is to be found in the results payments. In 1879-80 the average results fees per school was £24 9s. 8d., and in 1887-8, £34 3s. 5d.

Monitors.—Aspirants for the position of monitorship are numerous, and generally well prepared, so that the special instruction of the teacher, is often of little service. In some cases I observed inattention before or after school hours to the monitors, and they were allowed to remain by themselves, and learn alone what they should have been taught. In ordinary reports I called attention to irregularities, but they are becoming fewer every year. An erroneous impression exists, that the poorest in a parish should have a preference for the position, and some managers invariably endeavour to give their influence in favour of candidates whose parents are in such circumstances that the small yearly salary will be a consideration to them. This is injurious, and I have endeavoured on all possible occasions to counteract it. The monitors who are to become teachers afterwards should be such as to command the respect of their companions in school, examples of cleanliness and good manners, and should create a healthy moral tone in their sphere of life. Their position too should be such, that when their course terminates their relatives or friends would have no difficulty in paying the entrance fee required at most of the training colleges. The majority of the monitors formerly appointed here have found their way into the teaching profession, a few emigrated to Australia and America, and a few went to business at home; 110 are now employed in my district, 42 attended the last July examinations on papers for third class, and for monitors who had completed their third year of service. All candidates for third class passed, but two third-year monitors failed. One was neglected by his teacher, who for some time previously had been of irregular habits, and the other displayed no inclination for study. The average percentage of answering was as follows:—Third class males 66·5, third class females 62·1, third year males 64·5, third year females 66·1.

Proficiency.—In a former part of my report I contrasted the classification and emoluments of teachers, with their positions, when I took charge of this district, and I cannot do better now than furnish similar information regarding proficiency. I have compiled from examination rolls the percentage of passes in eighty-seven schools in 1879, and the percentage of passes in the same schools at last inspection in reading, writing, arithmetic, grammar, and geography, and the following table shows the result:—

Year 1879-80.		Year 1887-88.		Improvement at results examinations.
Subject.	Percentage of Passes.	Subject.	Percentage of Passes	
Reading,	94·1	Reading,	95·6	
Writing,	95·9	Writing,	98·9	
Arithmetic, . . .	85·5	Arithmetic, . . .	91·4	
Spelling,	91·7	Spelling,	94·1	
Grammar,	77·5	Grammar,	84·7	
Geography, . . .	73·8	Geography, . . .	82·1	

This table shows that there is improvement in every subject, and especially in arithmetic.

Appendix D *Reading.*—Pupils who have passed their first examination in sixth class usually read fluently, and with correct pronunciation, but few grasp the subject-matter of the lesson books intelligently. School class books are so well arranged in a graduated series that it would be impossible for any boy carefully taught to be unable to read fairly an ordinary specimen of English prose. Thus far they are a success, but more remains to be done. Explanation and the subject-matter of the lesson books are generally poor, and well selected pieces of poetry are accurately repeated, but not understood. I have spent a good deal of time watching teachers conducting lessons in reading, and have noticed none who impressed on their pupils that they are to read and gain information at the same time. The subject then is treated mechanically, and without an effort at thought. I hope the training colleges will correct this serious defect in our teaching staff. Another matter which requires consideration is how can we inculcate in the minds of the youth a taste for reading. When country boys leave school they rarely open a book, and in the houses of the farmers and labouring classes the only literature to be seen is that supplied by the National schools. Teachers must first acquire a taste before they can impart it, and they are not, so far as my experience enables me to judge, a reading community. It would be most beneficial for the rural population of Ireland, if a well selected stock of books, to be increased from time to time, were placed at their disposal, and this can only be done through the medium of schools. Attached to each large school there should be a library of some sort to which advanced pupils might have access. Weekly newspapers as a rule furnish the information to those whose school days have terminated, and have therefore become the instruments of moulding the thoughts of many who, under careful training, would acquire a taste for reading as a profitable enjoyment. One step might be taken at once, and that is to assign to teachers marks in reading and explanation at the July examinations.

Suggestions on writing.

Writing.—Except in bad schools failures in this subject rarely occur, and the improvement during the last few years is very noticeable. Infants who are able to spell words of two letters, can now in most cases write them with long-pointed pencils, or short pencils and tin holders. They take to this occupation pleasantly, and it is to them infinitely more agreeable than sitting for hours together in idleness as they used to do. The suggestions given by me to teachers were to make children commence writing as soon as they know the alphabet, and to reckon good writing on the part of a pupil not what might be considered good writing by one who had left school, but what was a true imitation of a head-line, with the words under each other, so that a perpendicular line from top to bottom would cut the same letter of the same word, and that each letter should be considered as a figure similar in size and thickness to the corresponding letter in head-line copy; to adopt Vere Foster's series consecutively in junior classes and Thom's No. 9 or No. 9A in fifth and sixth classes; to frequently compare in junior classes the transcription with the head-line copies, and in senior classes the written exercises with the copy books, and insist on the style and quality of both being alike. Teachers and managers agree, so far as I can ascertain their opinions, that Thom's is an admirable style, and one easily acquired. Certainly by adopting it a vast improvement has taken place in this district.

The importance of mental arithmetic.

Arithmetic.—Teachers devote more time to arithmetic than to reading, and in senior classes confine their pupils too much to complicated questions taken from advanced text books. As a consequence

few fail in the results course, but boys who can work six sums on cards are unable to make the simplest mental calculations, and when they go to business, their first duty is to learn to count. Mental arithmetic is a useful exercise of the mind, and one which requires great practice. More time should therefore be given to it, and less to problems which never arise in after-life, except to the educationalist. I would strongly advise the payment of results fees for oral arithmetic, consisting chiefly of mental calculations; the fee to be deducted from that now given in senior classes entirely for work on paper, and a reduction of the standard of proficiency at present required in both stages of sixth class. This would ensure more attention to practical, and less to theoretical knowledge. The only object in setting difficult arithmetical puzzles is to train the mind to habits of constant thought, and for this purpose in elementary schools geometry, algebra, and mechanics are much more suitable.

Appendix D.
Reports on
State of
Schools.
Mr.
Pedlow.
Dunman-
way.

Spelling.—When children are young they possess good memories, and although our system of spelling is difficult and perplexing through a difference between the sounds of words and the sounds of the letters they represent, still the facility to repeat by rote what has been heard in school is so great that in junior classes scarcely any failures, and few mere pass marks appear on the examination rolls, but in senior classes where the vocabulary is extensive failures and mere pass marks are numerous. Spelling and reading go hand in hand, and the extensive reader is sure to be a good speller, but reading in localities remote from cities is limited, and thus we find spelling inferior, and the words used few. In letters of sixth class, and in local official communications sent to me I sometimes notice words misspelled, but the fault lies not in the teaching system but in a want of taste for literature. Were reading extensive spelling would be good, but if reading be confined to the books on the Commissioners' list difficult words will not be repeated so often as to make an impression on the memory. That excellent little work "The Spelling Book Superseded" is rapidly disappearing from National schools. As it is not required to earn results fees the use of it has gradually fallen into abeyance.

The back-
ward state
of spelling
in rural
schools.

Grammar.—A great mistake made in the teaching of this branch is that parsing is not considered the stepping stone to the art of speaking and writing correctly. Boys parse syntactically who write ungrammatically, and are not obliged to correct their bad English by the rules of grammar. In letters the principal mistakes are the use of a singular verb with a plural nominative, as *is* for *are*, *takes* for *take*, and so on, the misplacing and omission of capital letters, and the use of too long and ambiguous sentences crowded with polysyllables. It is strange the facility with which children in South of Ireland schools string together sentences in composition. They can fill an ordinary foolscap sheet of paper in a few minutes, and their constant demand is for more paper. The same fluency in the use of words remains with them during life, and in all small towns and villages here most of the people who have been educated in National schools speak in public with ease, and engage freely in conversation without any lack of words. What should be aimed at is condensation combined with correct expression, and better thought in senior classes, and a thorough knowledge of the parts of speech in junior classes.

Parsing to
be com-
bined with
speaking
and writing.

Geography.—I am afraid this subject can neither be attractive nor useful for training the intellect unless it is combined with the study of ancient and modern history. These are excluded from the results course

History and
geography
to go
together.

Appendix D.
Reports on
State of
Schools.

Mr.
Padliss.
Dunman-
way.

Agriculture too
theoretical.

Labourers'
Cottages
Act.

for fees, even physical geography so far as relates to the specified countries for each class, and thus a branch which might otherwise be entertaining is somewhat wearisome. If topographical geography be not connected with historical facts it cannot be remembered, and an interesting text-book to combine the two is much required, especially as regards Ireland and the British Empire. Most pupils in sixth class, for example, have a thorough knowledge of the towns in India and the rivers they are built on, but the shape of the country, its products, its different races, religion, imports and exports, and how it has been acquired as one of our foreign possessions are unknown, and yet these are more important things to learn than to be able to repeat in the words of a book where towns, mountains, rivers, and lakes are situated. I usually confine my questions to what can be answered by a knowledge of a small geography on the Board's list, and as the course is limited failures, except in sixth class, are few. Atlases are not much used in schools, as in poor localities the expense of obtaining them is too great.

Agriculture.—Teachers allot a considerable amount of time during school hours to this subject, and most boys in fifth and sixth classes are thoroughly familiar with the text book required by their programme. Scientific farming has not yet been made practical, and the leading principles taught in the school are not to any great extent observed in the field. Although land is better tilled than formerly much has still to be done, and the foundation must be laid by the teacher. Many who instruct boys in agriculture are not farmers in any sense of the word, and have never seen a good system of tillage carried out. A knowledge of the "Practical Farming" can be obtained without even visiting a farm, and boys learn mechanically and by rote their lessons in this subject. Indeed too often they are set apart by themselves, and read again and again, the different paragraphs, until they can repeat them thoroughly as an infant his lesson in the first book. I have examined boys able to repeat every word of the chapter on flax who said that it should be cut instead of pulled, and boys who repeated various paragraphs out of the chapter on grasses, and stated they had never seen either Italian or perennial rye-grass. I could understand boys having no practical knowledge about flax, as since I wrote my last report I have not seen a single crop of it in this district, but grazing is the principal and most profitable industry of the farmers. Students of botany not only study their text books but examine the trees, plants, and flowers they read about, and make rural excursions under the guidance of their professors. Thus they materially increase their knowledge. The time has, I think, arrived when instruction should be given on the farm as well as in the school in a somewhat similar way. Some teachers have not the means at their disposal to illustrate the principles enumerated or to exemplify them practically. State inducement is to a certain extent necessary to further the advancement of scientific agriculture. The number of model farms and school gardens are so few as to be of very little use, and the teacher who is also a farmer usually gives indifferent service and manages both occupations badly. Under a recent Act of Parliament labourers' cottages are now being built in almost every locality, and to each cottage is attached half an acre of good land. If some encouragement were given to the occupiers of these houses by way of prizes, fees, or otherwise, for the proper culture of their little plots, and for neatness, cleanliness, and practical knowledge of cottage gardening, a step would be taken in the right direction, and the classes most in need of aid—the extremely poor and badly paid—would derive the benefit. I hope to see established before long in the country model

farms on a small scale, and cottage gardens, and the industry of the working classes stimulated by small State grants which could in each district be easily deducted from the large amounts now paid for theoretical instruction in agriculture. To prevent mere mechanical work I have latterly examined closely on the meanings of words and clauses in the text book. This has obliged teachers to take up the subject themselves, and not entrust it to monitors or senior pupils.

Needlework.—Some change has taken place in the treatment of this subject during the last two years, and the efforts of teachers have been directed towards engaging the time of pupils with useful labour. Instead of learning to sew on little pieces of calico they are now practising on dresses and underclothing. Girls in third class can knit stockings, and girls in senior classes quilts and shawls. Failures in needlework are few and the specimens worked during results year and exhibited on examination day give sufficient evidence that the teachers possess a thorough knowledge of this important branch.

Extra and Optional Subjects.—The only extra and optional subjects taught are agriculture for girls, book-keeping, geometry, algebra, singing, drawing, physical geography, sewing machine, and Girls' Reading Book and Irish. No teacher possesses a certificate for either Latin or Greek. Those who take an interest in the preservation of the Irish language will be glad to know that in this remote and mountainous locality it is taught to large classes in four schools. A few teachers have undertaken too much extra work in branches which bring high fees, and have neglected grammar, geography, and sub-heads. Where this is deliberately done, or where failures are numerous on a compulsory programme, results fees in extra branches, should, I think, be cancelled.

Discipline, Order, Moral Tone.—The Commissioners have wisely directed that no special grants be made under these heads. In good schools discipline, order, and moral tone are good, whilst in bad schools they are defective, and thus in the one case teachers are rewarded by good results fees and good salary, and in the other by poor results fees and generally low salary. Bad teachers are becoming less numerous every year, and this accounts for improvement. No doubt, in the course of time the effects of the training colleges will be seen, and appreciated. Prompting at examinations is now uncommon, and violations of Time Table rarely met with during ordinary school hours.

In conclusion I take this opportunity, as it is likely to be the last one I shall have of thanking the teachers generally for endeavouring to co-operate with me, and assist me in my labours to the utmost of their power, and to the managers for their courtesy and kindness, and the attention and consideration which they have given to my suggestions, even when their opinions were somewhat different from my own.

I have the honour to be, gentlemen,

Your obedient servant,

W. PEDLOW.

The Secretaries,

Education Office,

Dublin.

Appendix D.
Reports on
State of
Schools.

Mr.
Pedlow.

Donnan-
way.

Changes in
teaching of
needlework

Extra
branches.

Discipline
and order.

Conclusion.

Appendix D.

Reports on
State of
Schools.Mr.
Carroll.Agricultural
Superintendent.

AGRICULTURAL DEPARTMENT.

REPORT OF MR. THOMAS CARROLL.

GENTLEMEN,—I beg to submit my annual report on the Agricultural Department of National Education for the year 1887. I may state that the general system of agricultural education under the Commissioners has not undergone change during the year.

At the present time there is considerable discussion in the United Kingdom as to the needs of agriculture. Of the many propositions in respect of such requirements, agricultural education has been set down as one of the most important. In Ireland records of the work of the Commissioners of National Education show, that agricultural instruction has from an early period received much attention. The fruits of their efforts in this direction have received considerable criticism. Critics appear to ignore altogether what would have been the condition of the country if it had not had a system of agricultural education. What has been done in the matter of agricultural instruction in this country was carried out under difficulties of no ordinary character. The initiation and direction of the department was a work of great difficulty including the providing of teachers and the other means of instruction from defective resources. Prejudices on the part of the agricultural interest existed which had to be overcome, and the principles of applied science in relation to farming had to be vindicated.

Fifty years ago the agriculture of Ireland generally was in a wretched condition. The cultivation of green or root crops was mainly limited to the growth of the potato. The operations of the farm were conducted in the rudest manner. Farm animals were badly housed; and a rational system for their treatment was hardly known. The condition at present, although far from being satisfactory, shows what great progress has been effected in the interval.

The Commissioners in a letter to the then Lord Lieutenant of Ireland, dated 12th October, 1837, remark:—"Considering the very backward state of agriculture in Ireland, and that it forms the only source of employment for a vast portion of the labouring poor, we think it particularly desirable that a better knowledge of it should be promoted, and that the schools under us should tend as far as practicable to bring forward an intelligent class of farm labourers and servants." In 1838, the Commissioners report that they have provided a normal establishment for training teachers in which practical and theoretical instruction in agriculture will be given. The work of agricultural education since that time has undergone important changes, but its objects have been throughout the same: viz., 1. To qualify teachers to give instruction in agriculture in National schools; 2. To give as far as possible to the sons of farmers a sound education in the theory and practice of agriculture.

If a necessity existed fifty years ago for the teaching of agriculture in Ireland, a necessity of equal gravity exists at the present time. In former times England was far ahead of any other European country in an enlightened system of agriculture. England set an example of good practical work in rural economy for other countries and now we find other countries "bettering the instruction." France, Germany, Belgium,

Denmark, and even Sweden, are making rapid strides in agricultural education. Not alone is this practical art improved in those countries, but the knowledge of the scientific principles upon which it is based is making much progress. This increasing knowledge of agricultural theory and practice correspondingly augments the food production of Europe. Any person acquainted, even slightly, with continental agriculture must see that the introduction of the teaching of natural science to the rural population must do much for the future agricultural prosperity of the country where such teaching becomes general. I need particularize only what has been done by science for sugar beet cultivation. A diffusion of some knowledge of the principles of vegetable life with investigations dictated by chemical science has added materially to the yield of sugar in the crop; and so has largely increased the incomes of German and Belgian farmers. In the United Kingdom we still find a lamentable disregard of science in its application to agriculture, on the part of practical farmers generally; and there are evidences that the day is not far distant when such apathy, if continued, will entail serious consequences in regard to this great industry. Ireland at the present time especially needs a thorough knowledge of agricultural science and of its application to improved systems of farming. Agriculture is our prime industry, and therefore agricultural education demands most careful attention in the National schools generally. It is gratifying to be able to report that much valuable work is done by the Commissioners in this department of National Education. The Science and Art Department, The Royal Dublin Society, and some agricultural societies throughout the country are also working in this direction. It will not be disputed that the Commissioners of National Education have exercised a wise discretion in accepting co-operation from other societies in the working of their Agricultural Department.

It is now seven years since the Commissioners received the co-operation of a local committee, principally from the county Cork Agricultural Society, in working the Munster Agricultural and Dairy School. The relations of the Commissioners and the local committee have been always most cordial; several valuable suggestions of the committee have been favourably entertained by the Commissioners, and the school at present stands in the front rank of such educational establishments. Visitors from other countries, interested in agricultural progress, have expressed their desire for the establishment of similar schools. The Royal Dublin Society and the Royal Agricultural Society of Ireland, have shown practical appreciation of agricultural education, by establishing examinations for diplomas, and subscribing money towards scholarships and prizes at the existing schools under the Commissioners. There is reason for thinking that this action of the Agricultural Society will be continued.

The constitution of the agricultural department and its operation during the year may be briefly stated as follows:—

THE ALBERT INSTITUTION.

The numbers attending each of the several classes of this establishment during the year are shown under their respective headings.

1. *The male Queen's scholars in training for teacherships of primary National schools* at the Marlboro' Training College, and at the Church of Ireland Training College, Kildare-place, received regular instruction in agriculture. These young men attend at the Albert Farm twice in each week during their course of training, for instruction in the practical part of

Appendix D.

*Reports on
State of
Schools.*

*Mr.
Carroll.*

*Agricultural
Superintendent.*

Appendix D.

Reports on
State of
Schools.Mr.
Carroll.Agricultural
Superintendent.

agriculture. Since the Commissioners established the rule for the compulsory teaching of agriculture from text books in all rural schools for boys, the students of the training colleges are more earnest in their study of agriculture. The opportunity afforded them under skilled agriculturists of becoming acquainted with the actual work of the farms and gardens, is of great service by enabling them more fully to understand the lessons of the text-books which they study, and those especially which they are to teach to their future pupils.

Of the teachers in training at the Marlboro' Training College, and Church of Ireland Training College who attend at the farm on two days in each week during training for the purpose of receiving instruction in practical farming and gardening there were:—

	1887.
Students from Marlboro' Training College, . . .	96
Students of Church of Ireland Training College, . . .	23

2. *Young men of the farming classes who were admitted to residence for a session of eight months, some of whom obtained free-scholarships in competitive examination.*

The session for those students was attended by thirty-eight pupils. The instruction afforded to this class is of a high order, comprising lectures in the school-room from eminent professors in natural science and mechanics, with special application to farm practice, land surveying and levelling, lectures on agricultural and horticultural practice. Those students are employed for a part of each day working on the farms and gardens under the agriculturist, in the practical application of the principles upon which they have been instructed. Indeed any pupil desirous of obtaining a good knowledge of farming, scientific and practical, has full opportunity for doing so at the Albert Institution. The lecturers on the sciences immediately connected with agriculture, viz.: chemistry, and geology, botany, natural history, and veterinary science, are most painstaking in their efforts for the pupils, who take notes of the lectures; whilst the example of approved methods of cultivation and the care and management of the animals on the farms, give ample opportunities for becoming practically acquainted with sound farming.

At the (Male) Agricultural Students' Session, March 1st to October 31st, there were:—

	1887.
Paying Pupils,	12
Free " (on competitive examination)	25
Extern "	1

3. *Session for Dairy Pupils.*—This class has been well attended by young women from the farming districts. A large number of the pupils are the daughters of farmers who, on returning to their homes, practise the lessons taught them in the dairy school. Some of the pupils desire to qualify for taking situations as dairymaids. The class of pupils which are most desirable for this school are farmers' daughters who in their several districts would be serviceable in circulating knowledge of improved dairy practice.

The Dairy Sessions and numbers attending were:—

Dairy Pupils' (Females), January 7th to February 20th:—

First Session, 23

November 6th to December 20th:—

Second Session, 18

Total, 41

4. *Special Courses for Teachers in charge of National Schools.*—Appendix D.

National teachers are admitted to a short course of six weeks' duration, to enable them to acquire some practical knowledge of agriculture and horticulture, so as to increase their interest in the subject as treated in the text books on agriculture used in their schools, and give them a more intelligent grasp thereof.

There were three sessions in the year arranged for periods best suited to the convenience of the schools. The teachers were boarded at the establishment, and their travelling expenses were paid by the Commissioners.

The numbers attending were :—

1st Session,	.	.	.	6
2nd "	.	.	.	4
3rd "	.	.	.	20

There can be no room for doubt as to the benefits to be derived by teachers from attendance at these special agricultural sessions. The course of instruction is made practical in its character. The working of the farms, cultivation of crops, and stock management, are fully explained, whilst plain gardening, vegetable cultivation, and the propagation and growth of flowers are illustrated. The management of the dairy, poultry, and bees is also prominently dealt with. In fine, every effort is made to bring before the teachers such instruction in agricultural economy as, if properly availed of, should be most useful in providing a class of practical instructors for the country.

Handicraft Teaching.—During the year '88 it has been arranged by the Commissioners to have in operation at Glasnevin an efficient system of useful workshop practice suited to the class of young men who come here as students. I expect this will be a very serviceable branch of instruction at the institution. During late years there has been considerable discussion as to the teaching of what is now known as handicraft. It appears to me that considerable misapprehension exists in the mind of the public as to the nature and effects of such teaching. In an agricultural country, where the labour of the hands is a necessity, the more expert and dexterous labourer is always the most valuable. Everything then that tends to promote deftness or handiness should be encouraged. It has been objected against the teaching of handicraft that skilled artisans only should be encouraged, and that a man who has not "served his time" to artizanship—the mere "handy man"—can never be a good workman. But whilst the teaching of handicraft does not aim at making artisans, it aims at promoting that manual dexterity which is the necessary preliminary condition of becoming skilled workers. In this country at the present time the necessity for industrial training of the people is evident to every observer.

The Irish people when trained as artisans are equal to those of other countries, but lack of opportunity of acquiring handiness at home has retarded their progress in those industries that require skill, and has contributed to bring upon them the reproach of slovenliness and unthrift in the eyes of visitors. Familiarity with the use of tools begets constructiveness, which in its turn promotes industrious habits. A boy who has access to carpenters' tools will acquire a desire to use them. When he finds he can make something useful he will set about it. Each stroke of the hammer or cut with the chisel is followed by increased handiness, and with the attainment of skill there grows a pleasure in work, so that in time the handy youth develops into the intelligent workman.

The teaching of handicraft can never take the place of apprenticeship.

Reports on
State of
Schools.

Mr.
Corrall.

Agricultural
Superintendent.

Appendix D. It will, however, shorten the period necessary for apprenticeship, and it will provide opportunity much needed for creating a taste for industry on the part of our young people.

*Reports on
State of
Schools.*

*Mr.
Carroll.*

*Agricultural
Superintendent.*

The introduction of the teaching of workshop practice at Glasnevin is intended to be of a character suited to the agricultural classes. It will be in the direction of teaching the principles of construction as applied to the machinery and implements of the farm, the buildings of the farm, and horse-shoeing. Workshops have been provided in which the pupils will have practice under the teaching of a skilled carpenter and skilled blacksmith. They will each week have opportunities for working in wood and iron, shoeing of horses, and repairs to farm implements. Every effort will be made to give them the opportunity of acquiring such knowledge of the artisans' work required on a farm or an estate as will make them useful to themselves or others.

THE FARM.

It may be well to describe here the farm of the Albert Agricultural Institution, and the work carried on in its different departments.

The lands attached amount to 178A. 3R. 24P. statute, at a total rental of £723, being at the rate of £4 0s. 9½d. per acre. They are divided into—

1. *A large farm of about 140 acres*, which is managed upon such a system as will exhibit to the pupils methods which may be properly applied to extensive farming in the country. The grain crops grown are wheat, oats, and barley, a rotation of cropping is followed suitable to the soil, and for the production of crops and other produce to suit the markets of Dublin. In 1887 the cropping was as follows:—

8½ acres	Wheat, yield per statute acre,	. . .	240 stones
12 "	Oats, " " " "	. . .	210 "
8½ "	Barley, " " " "	. . .	240 "
8½ "	Potatoes, " " " "	. . .	7 tons.
4 "	Turnips, " " " "	. . .	26 "
18½ "	Mangolds, " " " "	. . .	27 "
2 "	Cabbages, " " " "	. . .	20 "
16½ "	Italian and Perennial Rye grass, one year.		
63 "	Permanent pasture.		

The stock kept upon this farm usually consists of dairy cows, a few young cattle, sheep, and pigs.

The average stock kept during the year was:—

Horses,	4
Milch cows,	31
Heifers, 1 and 2 year old,	4
Sheep,	43
Pigs,	33
Poultry,	100

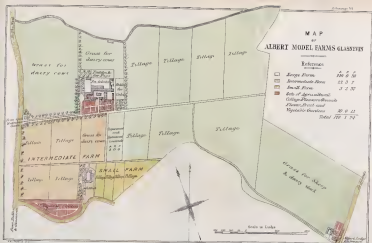
The valuation of stock, crops, and implements at commencement of financial year was £2,175 8s. 3d. The rent of the farm is £555 13s. 10d.

From the proximity of the farm to Dublin the production of milk for sale in the city is a main feature in the management. The cows when unprofitable for the dairy are fattened and sold. A few calves are reared for the instruction of the pupils, but the cows are mainly replaced by purchases at country fairs. The wheat and barley grown on this farm are of high-class quality, the produce always realizing full market prices. The oat crop is consumed by the stock on the farm. Potatoes of excellent quality are grown for sale. All the other crops are consumed on the farm.

MAP OF ALBANY MODEL FARMS CLASSIFIED

References

	Large Farm	100 0 50
	Intermediate Farm	25 0 5
	Small Farm	5 0 50
	City of Albany	
	College of Agriculture	
	College of Veterinary Medicine	
	Flower Street and	
	Vegetable Gardens	10 0 25
	Total	100 0 50



A flock of ewes of the improved Leicester breed is kept and crossed with a Shropshire or Hampshire Down ram. The lambs are all sold fat. The ewes are fattened and sold as soon as possible after weaning time.

A stock of pigs of the large York breed is on the farm. The produce is sold principally for breeding purposes, and as this practice has been carried on for many years the Albert Farm may be credited with a considerable share of the improvement which has taken place in the pigs of Ireland. Fresh blood is imported regularly from the best herds of English pigs.

3. *The farm of 23 acres* is managed with a view of illustrating a system of farm management for medium-sized holdings of which the great proportion of the land of Ireland consists; one horse, ten to twelve cows, and a brood sow are kept upon this farm during the year.

The cropping consists of oats, mangolds, turnips, potatoes, grass in rotation, and about five acres of permanent pasture. On this farm the produce of the oats and potato crop is sold. Linseed and cotton cake are purchased for the feeding of the cows, and a small quantity of artificial manures is used in the green crop cultivation and for dressing the Italian rye-grass. The cows are partially house-fed, are kept in good condition, and when they are not profitable in the dairy they are sold fat.

3. *The Spade-labour Farm.*—This farm of 5½ acres is managed as an example for small farmers, everything connected with it is of an inexpensive character, and the labour is, as far as possible, done by hand. Three and sometimes four cows, entirely house-fed, are kept on the produce of this farm; a small quantity of bran and oil-cake is purchased. The milk of the cows is sold in the city. No calves are reared. A sow is kept; the young pigs from which are sold when they are weaned. The history of this little farm is interesting. In 1860, it was an almost valueless piece of ground, growing only a miserable herbage. The course of farming which was then established has been continued. Each year the farm has given a handsome profit, whilst the yield of crops has increased to quite double what it was at the commencement. This is due altogether to the efficient tillage given by the manual labour, and through the increased fertility brought about by the use of the valuable manure resulting from the consumption of purchased food by the animals of the farm. The large profit of £30 to £60 realized on this farm annually may be accounted for through its proximity to Dublin, but this should not be considered a fair criterion of what average farms of similar size should produce throughout the country. This farm is exceptionally circumstanced in respect of markets; being within easy distance of Dublin. It is farmed with a view of raising such produce as will find a ready sale in this market. A similar system of farming could not be recommended for all districts and all circumstances of the country; but the principles which guide the system of farming here might be applied generally to farms of similar size. Thorough and clean cultivation of land, careful and liberal management of the farm, a constant watchfulness over small details, work done in season, and production to suit the markets, are the factors in success under all circumstances, and, as at the small spade-labour farm at Glasnevin, they will ensure the overcoming of disadvantages in other districts.

4. *The Botanical and Experimental grounds.*—About three acres of the farm are laid out for these purposes. A portion is managed to show

Appendix D.
Reports on
State of
Schools.
Mr.
Carroll.
Agricultural
Superintendent.

Appendix D.
Reports on
State of
Schools.
—
Mr.
Curran.
Agricultural
Superintendent.
—

types of plants and their botanical classification. A small nursery for the propagation of fruit trees, forest trees, and ornamental shrubs is also here. Plants new to agriculture are tried, and specimens of plants grown for economic purposes are cultivated. Within the past few years specimen forest trees have been planted on the farm, and each year a small plantation is made for the purpose of illustrating the principles and practice of tree planting. Experiments are made on the use of manures in the growth of grass and farm crops. The influence of a variety of foods consumed by cattle and sheep, when the manure is applied to cropping, is tested. A simple set of meteorological instruments is on the experiment ground, and a record of weather is regularly kept and supplied for publication to one of the agricultural papers in Dublin.

5. *The gardens at the Albert Institution* comprise about three acres. There is a large vegetable garden, with fruit garden, and flower grounds, also a small vinery, peach house, and conservatory. The pupils are required to take part in the work of the gardens. They receive instruction in the various operations, including vegetable, fruit, and flower growing, and the propagation, grafting, budding, and pruning of fruit trees. Bees are kept, and the pupils receive instruction in their management.

THE MUNSTER AGRICULTURAL AND DAIRY NATIONAL SCHOOL.

Dairy Department.—The progress noted at this school has been continued through the year. The local Committee and Committee of Ladies have given considerable attention. I have, at the end of each session of instruction, held examinations at the school, which have invariably shown satisfactory results. The Chief Inspector of the Cork Butter Exchange has given valuable assistance in helping the pupils by instructing in judging, and supplying samples of butter for experimental purposes. The Superintendent and Matron have performed their duties faithfully and well.

The Royal Dublin Society, Royal Agricultural Society, and Committee of the Cork Butter Market have continued their subscriptions. The farm has yielded fairly well, and I believe, for the work accomplished, the expenses have been extremely moderate.

A sum of £2,000 has been voted by Parliament during the year as a special grant to the Local Committee. This sum is invested in trust, waiting an opportunity for its profitable expenditure either by increasing the size of the present farm, providing for scholarships at the school, or such other useful work as may be devised. The attendances at this school were as follows—

Dairy Pupils' (Females) Sessions, two months each :—

	1887.
1st Session,	31
2nd "	30
3rd "	23
	<hr/>
	83

Male Agricultural Students' Session, August 20th to December 20th :—9.

It will be perceived from the length of time given to the pupils of the Dairy School that instruction in dairying was the main feature of the education here. Situated in the centre of a great dairying district the dairy industry had the largest claim for consideration. It was, therefore, decided to encourage as much as possible the teaching of this subject; and although the school in its early years—'80 to '83—

had much discouragement from paucity of pupils and other causes, its success became assured as soon as dairy farmers discovered that those who had been trained at the school were coming to the front in the quality of butter made by them. During late years the attendance of dairy pupils has been quite satisfactory, whilst the benefits to the district through the working of the school have been conspicuous.

The returns of the Cork Butter Market, which is the largest in Europe, show that there has been, since the establishment of the Dairy School at Cork, a large increase in the number of packages of the higher qualities of butter sent to market, whilst there has been a considerable decrease in the number of packages of inferior quality. The chief inspectors of the market, who are charged with the grading of the butter, have frequently stated that this improvement is due to the working of the Dairy School.

Agricultural Boarders.—The Agricultural Session for male pupils has not been so well attended. The cause for this may be mainly sought for in agricultural depression and the unsettled condition of agrarian matters. Notwithstanding the fewness of the agricultural pupils, the Commissioners and the Local Committee have not relaxed their efforts to make the teaching of the School as effective as possible. An efficient staff of science lecturers is provided by the Local Committee; the School is fully equipped; and, it is hoped with improved times, the number of youths seeking instruction in this institution will reach its due level. Many of the students trained therein have obtained free scholarships, value £15 each, at the Glasnevin establishment, in competitive examination.

SCHOOL FARMS AND SCHOOL GARDENS UNDER LOCAL MANAGEMENT.

There were at the close of the year, 53 school farms and 29 school gardens. There is some improvement evident in several of the agricultural school-farms, but I should like to see further progress. The teachers of these schools labour under serious disadvantages in connection with the Agricultural Department. In the first place many of the older teachers of them have not had opportunities for seeing an example of what a really well-kept small farm and garden should be. The surroundings of the school farm are, to say the least, not suggestive of improvement or tasteful management, so that the eye is accustomed to disorder. Next, the teacher cannot procure skilled or satisfactory labour without considerable expense. Since my appointment as Superintendent of the Agricultural Department I have been reluctantly obliged to recommend that a large number of school farms be struck off the list. I have endeavoured, by counsel and otherwise, to encourage improvement in the remainder.

There has been a fair response in many, but a few are still unsatisfactory. I believe very considerable good might be effected by a proper development of these agricultural schools, and I earnestly hope to see an extension of the system. Arrangements have been made with seedsmen in the city of Dublin for supplying farm and garden seeds at reduced rates to teachers of agricultural schools and school gardens. I believe this has been serviceable in the districts where the schools are situated, in proving the advisability of sowing seeds of good quality. An enormous amount of inferior seed is sold to farmers in backward districts. The loss occasioned thereby is considerable. In some instances teachers of agricultural schools have sold at a good price in their neighbourhood grain for seed grown from imported corn. The farmers are in this way instructed in the value of the system of changing seed.

The school farm and school-garden system has important considerations in

Appendix D.
Reports on
State of
Schools.

Mr.
Carroll.

Agricultural
Superintendent.

Appendix D.
Reports on
State of
Schools.

Mr.
Currell,
Agricultural
Superintendent.

connection with rural progress in this country. Amongst others, the cultivating a taste for order and neatness in farm and garden management, as well as bringing before the notice of farmers in backward districts improved varieties of farm and garden crops.

The examination of pupils in practical agriculture in the schools to which farms are attached, has given me satisfaction. The per-centage of "passes" in those schools at my examination is lower in 1887 than 1886. But it is right that I should remark, I have adopted a higher standard for examination, as well as a more critical testing of the genuineness of the instruction given. The examination of children in schools having school-gardens attached is conducted by the District Inspectors. The table of results below may be considered satisfactory:—

Pupils examined by me on farms attached to agricultural schools under local management, in programme comprising knowledge of the practical work carried out on those farms and gardens:—

1887.—Pupils examined,	.	.	863
Of whom passed,	.	.	613
Being 71.0 per cent			
1886.—Pupils examined,	.	.	897
Of whom passed,	.	.	665
Being 79.4 per cent.			

Pupils examined by District Inspector on their knowledge of the crops in cultivation in school gardens:—

1887.—Pupils examined,	.	.	507
Of whom passed,	.	.	390
Being 76.9 per cent.			
1886.—Pupils examined,	.	.	507
Of whom passed,	.	.	363
Being 71.4 per cent.			

I beg to submit a few observations of a more general character in reference to agricultural progress. The wave of general depression in the agricultural interests, now so universally felt, has not been without its influence in affecting profits on the farms of the Commissioners as well as in causing a reduction in the numbers of agricultural male pupils in attendance at the Glasnevin Agricultural School, and in preventing a satisfactory development of this department of the Munster Agricultural School. Whilst the number of applications for nominations for Free places increase, the number of paying pupils at the farm show a decrease. The full number—twenty-five—of free pupils has been kept up. The number of paying students at the Glasnevin establishment during the eight-months session ended 31st October was thirteen. During the corresponding session of 1886 the attendance was eighteen, and for 1885 it was twenty-four. I have every reason for considering that this diminution is due mainly to the fact that farmers of what used to be considered the well-to-do classes are crippled in their resources, and from uncertainty as to the future of agriculture, they are more careful in the expenditure of funds. In many instances I have had applications from farmers for a reduction in the premium for their sons, or for an allowance of time for the payment by instalments of the full amount. I do not believe that there is any increased apathy on the part of the people in respect of obtaining an agricultural education. I have had some cases where young men have written most touching appeals for admission to the Glasnevin establishment on reduced terms when they failed to obtain admission by competitive examination, and there are several instances where considerable sacrifices have been made by young men and their friends for the purpose of securing a place here.

The Irish people have in the past been noted for their desire for knowledge; in the present they are equally anxious to obtain useful information, and I have no doubt that with returning prosperity we shall in the future see even a greater anxiety to avail of such education as may be deemed advantageous to the interests of the country. In corroboration of these opinions I need only direct attention to the eagerness with which pupils came to the Dairy schools established by the Commissioners as soon as their practical usefulness had been demonstrated. The necessity for the application of enlightened systems of agriculture has become more strikingly apparent in recent years. Not alone on extensive farms is change necessary; improved systems must, even on the smallest farms, take the place of the haphazard systems of former years. I do not, however, mean to convey that, in order to encourage improved systems, an attempt should be made to prepare youths intended for the business of farming by giving them such an education as should properly be afforded to youths intended for the learned professions.

There can be no room for doubt that very considerable advantage would accrue to this country if the elementary principles of natural science, for which the Commissioners provide results fees, were more generally introduced into our rural schools. Agriculture would in time be benefited from such teaching, and sanitation and domestic economy would improve. The principles of agriculture and the sciences which should control its practice are applicable both at home and abroad, and if we ignore principles, set science aside, and endeavour merely to teach practice, we cannot hope to teach what will be of permanent value in the varying circumstances of soils, climates, &c., &c.

Since the commencement of the Dairy School at Glasnevin in 1884, the sessions have been attended by 160 pupils, but as some of these attended two sessions, the actual number of individual pupils who passed through is reduced to 155. The good work done by this school is now generally recognised, and I have no doubt the sessions in the future will be well attended.

The dairy industry of this country is now a matter of vast importance. There are in Ireland about 1,400,000 milch cows, which are principally employed in the production of butter and the rearing of young cattle. The production of butter from these cows with our imperfect systems of management cannot be much more than 140,000,000 lbs. per annum. This production might be largely increased if more knowledge and skill were brought to bear in the selection and breeding of cattle, and in their proper and economical feeding. In consequence of want of knowledge and skill in the management of the dairy, and owing to foreign competition, during late years prices have been very low. We may safely assume that the value of the butter made in Ireland in recent years has not exceeded £5,250,000. With care in the management of butter this sum might be enormously increased. Improvement to the extent of increasing the value of the above annual yield of butter by one penny per lb. would amount to nearly £590,000 per annum. I feel confident we might increase the value of the butter made in Ireland by quite three pence per lb., thus increasing the annual income of the agricultural classes of Ireland by about one and three-quarter millions sterling. This improvement is quite possible, and education in the dairy, is the first step towards its realization. One of the first difficulties to be overcome in improving our system of dairy management is to persuade our people that dairy education does not mean increased expense in the future, and that for districts where small farms are general expensive appliances are not necessary. A woman who has had good

Appendix D,
Reports on
State of
Schools.
Mr.
Carroll.
Agricultural
Superintendent.

Appendix D.

Reports on
State of
Schools.Mr.
Curroll.Agricultural
Superintendent.

instruction in dairy matters will soon perceive that results from inexpensive systems may be quite equal to those of extravagant management, and that the best results are obtained by the application of knowledge to small details. Recent investigations have almost revolutionized dairy practice, and each year appears to bring the fact more prominently forward that knowledge of intelligent systems will not alone improve the direct results in dairy practice, but will also lessen expense in management. At the Glasnevin institution means exist for the teaching of dairying suitable to a variety of circumstances. The accompanying plan will show the arrangement of the different dairies at Glasnevin. There are three apartments:—

First, a small dairy in which all the utensils are of a simple character, and in number sufficient for a dairy of five to ten cows;

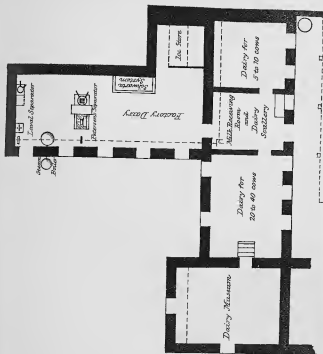
Second, a dairy fitted with utensils and implements suited to a dairy where twenty to forty cows are kept;

And third, an apartment fitted up with all the apparatus and appliances necessary for a factory or most extensive dairy. There are two separators worked by a steam engine, large churn, cheese-making apparatus, ice stores, the Schwartz system of deep setting, &c. In addition, an apartment is utilized as a dairy museum, in which a number of implements are exhibited, in order that the pupils may become acquainted as much as possible with all the instruments used in the various dairy practices necessary for diverse circumstances. It is not too much to say of our dairies and their fittings that as an educational system it is quite equal, if not superior, to anything of the kind in Europe.

Should it be urged that this extensive means of dairy education is not suited to the requirements of the country, I may state that the system of training is as practical as it can be made. The dairy pupils are practised in the use of all the machinery which we have in our dairies, whilst at the same time they are instructed in the use of the simplest implements. Indeed the largest part of the time of the pupils is expended in butter-making by simple instruments. They are taught that the principles of the business are the same whether the system is on an extensive scale or the opposite. The object of the education in our dairy school may be shortly described as being an endeavour to train the mind as well as the hand of the pupil. As already stated, the Royal Dublin Society has continued its aid towards dairy education by liberal contributions for prizes to the pupils at the end of each session. The great railway companies, by conveying pupils free over their lines of railway, have assisted very materially those attending the Dairy School.

One of the hindrances to progress in dairying in this country is that those who adopt improved methods, or apply the knowledge which they have acquired in schools, do not gain the proportionate advantage which would accrue if an universal improvement were to take place. The effect which improvement in one or two dairies has upon a market is extremely slight compared with what would be the case if the measure of improvement had reached the whole district. I fear our people have not yet realised the absolute necessity which exists for extended improvement in all farm practice, so that the largest benefit might accrue to the individual. It may be regarded as an axiom that where the produce is excellent there will the buyers go, and that purchasers always select the market where the supplies are of best quality and largest in quantity. The necessity then for an extension of dairy education is apparent, and how this extension should take place is a matter for serious consideration. The schools of Glasnevin and Cork are doing good work. In

PLAN
OF THE DAIRY
OF THE
ALBERT MODEL FARM
GLASNEVIN.



addition to these something is required which will bring closer to the people facilities for acquiring information as to the most improved methods of dairying. The recognition by the Commissioners, of schools where facilities exist for the teaching of dairying, and the payment of results-fees for such teaching, is a movement in this direction. During the past year two schools have been recognised where dairying may be taught as an "extra branch"; and at one of them, the Navan Convent School, 43 children were presented for examination in dairying. Of these 42 passed the examination, being 97·7 per cent. At the other, the Ballaghadereen Convent School, the children have not yet been examined. The managers of this school have taken up the subject very warmly, and provided efficient means for instruction. I have no doubt that much good will result to this poor locality, in which a very large quantity of inferior butter is now made.

Appendix D.
Reports on
State of
Schools.
Mr.
Carroll.
Agricultural
Superintendent.

I desire earnestly to see a large extension of means for instruction in this important industry; and I trust that the country will duly appreciate and utilize the provisions of our National system of education in promoting and extending this most useful branch of technical instruction.

At the present time there is a great change in the requirements of the meat markets as compared with former years. An entirely different class of animal is now required. Whilst formerly large animals of all kinds, carrying an enormous quantity of fat, were found to be the most profitable, the demand of recent years is for animals having a larger proportion of lean meat. In years past butchers could sell the offal fat at a high price, now in consequence of the discovery and extensive use of mineral oil for lighting purposes and the general use of vegetable fats for many manufactures, the price of animal offal fat is very materially reduced. The price of large fat animals of all kinds is thereby much depreciated, so that it would appear the time has come when it is advisable to develop a race of animals suited to the exigencies of the meat market. Again, there is great room for improvement in the breeds of our dairy cattle. Of all European countries Ireland has paid least attention to cultivating native breeds, so that we have a very mixed lot of cattle in Ireland. Ireland will always take a prominent part in dairy produce. Improvement in her dairy herds is peculiarly desirable. The farms of the Commissioners might be made very useful in maintaining the best breed of animals. [This matter will form the subject of a recommendation by me in the coming year.]

In conclusion I may be permitted to express a hope that in the coming year we may find a fuller development of our system of agricultural education. The prospect is undoubtedly brightening, and there are elements in operation that should ensure success. These may be shortly stated to be:—

1. The apparent desire on the part of the agricultural population to take advantage of what they consider will be serviceable to them in the theory and practice of agriculture.

2. The co-operation afforded by national and local agricultural societies.

The system of primary education, embracing as it now does, in all rural schools for boys, instruction in the principles of agriculture, will certainly animate in the young generation a growing desire for progress in the great national industry.

I have the honour to remain, gentlemen,

Your obedient servant,

THOS. CARROLL.

Y

Appendix D. GENERAL REPORT ON TRAINING COLLEGES UNDER LOCAL MANAGEMENT for the SESSION '86 and '87.

Reports on
State of
Schools.

Local
Training
Colleges.

Mr. J. MOLLOY, Head Inspector, and Mr. A. PURSER,
District Inspector.

Head
Inspector
Molloy.
District
Inspector
Purser.

Names of
Colleges.

Definition
of Training
College.

Teaching
Staff and
Practising
School.

Classes of
Students.

How
trained.

GENTLEMEN,

In accordance with your instructions we beg to submit this our General Report on the Training Colleges under Local Management for the year 1887.

These Colleges are—"St. Patrick's," for Roman Catholic Male Teachers; "Our Lady of Mercy," for Roman Catholic Female Teachers; and the "Church of Ireland" Training College, for Male and Female Teachers belonging to the late Established Church.

"A Training College," as defined, is "an institution for boarding, lodging, and instructing students who are preparing to become, or are already, Certificated Teachers in National or other Governmental Elementary Schools." The instruction to be given to the student is not so much instruction in the specific subjects of the school programme (ordinary and extra) as in the best manner of imparting a knowledge of these subjects, and in the general principles that underlie all sound teaching. To enable the College to carry out this object it is required that an adequate and efficient staff of Professors and Lecturers be employed, and that there shall be "on its premises or within a convenient distance a Practising National School in which the students may learn the practical exercise of their profession." The final result is checked by fair but sufficiently stringent tests, before granting to the College credit for the work done, and to the students, their diplomas.

The students are of two classes—(1), Certificated Principals or Assistants in National School; (2), Monitors that have completed their period of service, or such other young persons as desire to become Teachers of National Schools. As the duty of the professors is to instruct in the art of teaching, and not to teach the elements of the ordinary school subjects, candidates of the latter class are not admitted unless at examination they prove themselves possessed of the minimum knowledge required for conducting an ordinary National School. These candidates are nominated by the heads of the Colleges, and so keen is the desire to be admitted that hundreds attend the examination, of whom but a very small proportion can be successful. The latter being chosen for their superior scholarship, are well qualified to profit by the College lectures. Such being the material the professors in these institutions have to train, how is the work carried on? There are four ways in which the students are influenced—

(1.) They attend lectures given by the professors in the different subjects, and at these lectures they have the subjects treated more thoroughly and intelligently than they ever saw done before—in fact in the manner which they themselves should practise afterwards. They also receive instruction in the general principles of education, so that both theory and practice are presented for their guidance.

(2.) They are required to follow this guidance in the practising schools. These are conducted by the best teachers procurable by the Heads of the Training Colleges. They render assistance not only by pointing out to the Queen's Scholars defects in their method, but also by showing them what the proper method is. The Commissioners with a view to the improvement of the conditions of these teachers have recently ordered that in future a head master of a practising school paid

by class salary, if of First Class, and faithful and efficient in the discharge of his duties will receive in addition to such salary an increment of £5 per annum until the maximum of £100 per annum salary is reached. A head mistress on fulfilment of the same conditions, will receive an increment of £2 10s. per annum until the maximum of £75 per annum is reached. Assistant Masters and mistresses will, on the same conditions, receive in addition to their class salary a supplemental salary of £20 and £16 respectively.

One of the Professors is also present during a considerable part of the time the students are engaged in the practising schools, and assists in the work in the same manner as the ordinary school staff.

(3.) Model lessons are given at stated times to all the students, who are called on to explain and criticise the methods employed, and to produce careful notes of each lesson.

(4.) Every student has to give one or more "Criticism Lessons" during each course of training. These lessons are given from formally prepared notes, and are criticised by some of the other students, and then by the Professor, who also points out, if necessary, the course that should have been pursued.

The plans and arrangements for these purposes seem to us judicious, and carefully framed, so as to promote the economy of time necessary to enable all subjects of the curriculum to be efficiently gone through.

The Practising Schools, in connexion with both the "Church of The Practising Ireland" Training College (Kildare-place), and "Our Lady of Mercy" College (Baggot-street), are admirably suited for the purpose.

The schoolrooms are large and airy, well lighted, and amply supplied with apparatus of all sorts.

They contain the different departments necessary for training every class of teacher, and are attended by a large number of pupils, of whom a due proportion are in the senior classes. We regret that we cannot speak so favourably of the St. Patrick's Male National School in connexion with "St. Patrick's" College. The schoolhouse contains two large rooms (36 feet by 27 feet), and a class room (21 feet by 14 feet), which would provide accommodation for 280 pupils. The supply of furniture and apparatus is adequate, and the teaching staff satisfactory. But the number of pupils on rolls is very little more than 200; the average daily attendance was 132 for last results year, and of these only about 40 were in the senior classes. This is manifestly very inadequate for practising purposes in connexion with so large a college. The hours for "practising" are from 9 to 12, and from 1 to 3 o'clock, on every school day. The students are divided into 10 sections, each of which teaches one hour a day every alternate week. The order of practising is so arranged that each student teaches all the subjects of the school in rotation, spending a week at a time in the teaching of each subject. We would hope that before long a more satisfactory practising school may be provided for this training college.

The effectiveness of the course of training is tested in several ways. *Tests of First*—Each Queen's scholar before leaving the college has to teach two lessons in our presence—one of which we select from three duly prepared beforehand by the candidate; the other, which is on a subject proposed by us at the examination, has to be delivered without special previous preparation. These lessons are given to a small class of children of suitable standing taken from the Practising schools, and in a separate room, into which no other person is admitted except such of the College Authorities and Professors as desire to witness the examination, and one other student whose duty it is to prepare a short criticism

Appendix D.

Reports on
State of
Schools.Local
Training
Colleges.Head
Inspector
Mc'loy.District
Inspector
Parcer.Notes of
Lessons.Test
Lessons.Second
Test.

on the teacher's method. By the prepared lesson we test the teachers' capability of doing their work under the most favourable circumstances, and such as occur every day in their schools where they ought to carefully prepare in advance every lesson to be given to their pupils. The notes prepared for this lesson serve also as an index of the teacher's idea of how the subject may be most advantageously presented to the class. The unprepared lesson tests their grasp of the subject suggested, their readiness in seizing its important points and arranging their method of treatment accordingly, and their ability to meet by explanation and illustration such difficulties as may arise notwithstanding careful previous preparation of the lessons. Finally, by their criticism the students show what they consider to be good teaching, and the standard to be aimed at. Except in a few cases the result of our examination was creditable.

The effectiveness of their training is tested, *secondly*, by a special written examination in methods as well as in all the specific subjects of the teachers' programme. The satisfactory nature of their answering is shown in the following tables, and affords clear evidence of the efficiency of the staff attached to each college, and of the diligence with which the Queen's scholars prosecuted their studies:—

TABLE showing RESULT of JULY EXAMINATION, 1887.

ST. PATRICK'S TRAINING COLLEGE.

	PAPERS.			
	A.	B.	C.	Total.
Number of Students examined, . . .	29	75	41	145
Answered over 90 per cent., . . .	0	0	1	1
" between 80 and 90 per cent., . .	2	5	17	24
" " 70 " 80 " . . .	8	26	15	49
" " 60 " 70 " . . .	9	28	7	44
" " 50 " 60 " . . .	6	15	1	22
" under 50 per cent., . . .	4	1	0	5
Total, . . .	29	75	41	145

OUR LADY OF MERCY TRAINING COLLEGE.

	PAPERS.			
	A.	B.	C.	Total.
Number of Students examined, . . .	23	97	16	146
Answered over 90 per cent., . . .	0	0	0	0
" between 80 and 90 per cent., . .	6	7	3	16
" " 70 " 80 " . . .	10	25	8	43
" " 60 " 70 " . . .	16	30	5	51
" " 50 " 60 " . . .	1	30	0	31
" under 50 per cent., . . .	0	5	0	5
Total, . . .	23	97	16	146

CHURCH OF IRELAND TRAINING COLLEGE.

Appendix D.

	PAPERS.								Reports on State of Schools.
	A.		B.		C.		Total.		Local Training Colleges.
	M.	F.	M.	F.	M.	F.	M.	F.	
Number of Students examined,	2	1	11	24	19	36	32	61	
Answered over 90 per cent.,	0	0	0	0	0	1	0	1	Head Inspector Molloy.
" between 80 and 90 per cent.,	0	0	2	1	8	11	10	12	
" " 70 " 80 " "	1	0	2	3	6	14	9	17	District Inspector Purser.
" " 60 " 70 " "	1	1	6	12	5	7	12	20	
" " 50 " 60 " "	0	0	0	8	0	3	0	11	
" under 50 per cent.,	0	0	1	0	0	0	1	0	
Total,	2	1	11	24	19	36	32	61	

Only two Queen's Scholars were absent from Examination, both owing to illness.

The third test applied to the efficiency of the training received, and on which depends the granting or withholding of the Training Diploma, is the manner in which the school work is carried on by the ex-students during two years subsequent to their leaving the College. So far as they have come under our notice we can report favourably of the qualities of the teachers sent out from the Training Colleges. With few exceptions, they give proof in the manner of conducting their schools, where principals, and of teaching their divisions, where only assistants, of the superior methods inculcated in the Training Colleges.

As further evidence of their efficiency, we have much pleasure in referring to the eagerness with which trained teachers are sought after. The Principals of "St. Patrick's" and of the "Church of Ireland" Training Colleges informed us that no difficulty exists in providing situations for the students at the end of their course, and that in fact the demand for their trained candidates exceeds what they can supply. In the case of "Our Lady of Mercy" Training College the report we received was not so favourable, but the number of ex-students unprovided with situations is, we believe, less than in former years. The principal reason advanced for most of these young persons failing to get situations in National schools is the want of certificates in music—either vocal or instrumental. Unless a student has some knowledge of these two branches before entering the College, little can be done for her during a ten-months' course of training, especially in the case of instrumental music. Many Clerical managers want teachers able to instruct their choirs, and when such cannot be had from the Training Colleges, they appoint ex-monitors from Convent or other National schools who have the necessary qualifications. In many instances, too, local influence is brought to bear on the manager to make him appoint persons belonging to his parish or neighbourhood. "Our Lady of Mercy" Training College has also suffered some loss from ex-Queen's scholars giving up the profession of teaching.

Attention is paid in all the Colleges to extra subjects, and on the whole with fair success. Practical cookery is taught in both Colleges for women, and (as in case of needlework) with satisfactory result.

Considering the matter on the whole, we believe ourselves warranted in asserting that these Training Colleges under local management are creditably fulfilling the purposes for which they were instituted.

We have the honour to be, Gentlemen, your obedient servants,

J. MOLLOY, Head Inspector.

A. PURSER, District Inspector.

25th February, 1888.

Appendix D. REPORT of the SUPERINTENDENTS of the MARLBOROUGH-STREET
 TRAINING COLLEGE and CENTRAL MODEL SCHOOLS for the
 Year 1887.

Reports on
 State of
 Schools.

The Super-
 intendants.

Marl-
 borough-
 street
 Training
 College.

Report for
 1888.

Classes of
 Students.

Queen's
 Scholars.

Admission
 of students.

Externs.

Supervision
 of the Col-
 lege and
 Model
 Schools.

Training
 Assistants.

Training Department,
 March, 1888.

GENTLEMEN,—We beg to submit our Report on the Commissioners' Training College and the Central Model Schools for the year 1887.

Training College.—In our Report for the year 1886 we took occasion to give a sketch of the history and work of the Institution during the period of half a century from its establishment in 1837 to the date of our Report. No change has been made in the arrangements since this latter date.

Provision is made in the College for the training of two classes of students, viz. (a) students entering for a one year's course of training, and (b), students entering for a two years' course. The one year's course is open only to classed teachers who have been recognized as principals or assistants in National schools. The two years' course is open to properly qualified candidate teachers, and also to principal and assistant teachers who resign their posts in order to be trained. Students admitted to either of these courses are called *Queen's Scholars*. On entering the College they are required to bind themselves to complete the course of training and to adopt the profession of teacher.

Classed teachers are admitted without examination, their certificates of classification being looked upon as sufficient evidence of their literary qualifications; but all other candidates for admission must pass a qualifying examination in the subjects prescribed for the Third Class of National teachers.

During their residence in the College the Queen's Scholars are boarded and lodged free of expense, and on their passing a creditable examination at the close of their course of training they are classed as National teachers.

Admission to the two years' course is also granted to a limited number of eligible students of either sex who desire to become National teachers and who choose to reside with their parents or friends in the city. These extern students are not provided with board and lodging, but in all other respects they are placed on the same footing as the Queen's Scholars.

The management of the College is intrusted to four Professors, who give lectures daily to the students upon the subjects of the Programme, and exercise an immediate supervision over them when engaged in study and in the practice of teaching in the schools. The Professors also superintend the domestic establishments where the Queen's Scholars reside during their training course, and they are the inspectors and examiners of the Central Model Schools.

The Professors are aided by four training assistants—two males and two females—who are annually selected for this post from the students of a previous course of training. These assistants instruct the students in the practice of teaching and take charge of them while engaged in the schools or at study. All the teachers of the Central Model Schools likewise take part in the practical training of the students, and special teachers are employed to give instruction in Latin, French, vocal and

instrumental music, drawing, handicraft, practical cookery, and needlework. *Appendix D.*

The domestic Establishments for males and females are entirely separate. That for males is situated in North Great George's-street, within a short distance of the College grounds, and that for females opens into these grounds.

The Queen's Scholars rise at 6 A.M. in summer, and at 6½ A.M. in winter and retire to rest at 10 P.M.

Half an hour night and morning is set apart for religious exercises and private devotion.

Before breakfast every morning, for an hour in winter and an hour and a half in summer, and every evening from half-past five till half-past eight, the male students are at study under the superintendence of the training assistants. On three evenings of the week, for a quarter of an hour at a time, they are exercised at drill. The female students devote the mornings, before breakfast, to the performance of household duties. In the evenings they are engaged for half an hour at calisthenics, three hours at study, and one hour at needlework or dressmaking.

The students, male and female, are at lectures or engaged in the schools and class-rooms every day from 9 A.M. till 4 P.M., except on Tuesdays and Saturdays. On Tuesdays religious instruction is given to the students and to the pupils of the Central Model Schools from 10 till 12 o'clock, and in the afternoon the male students proceed to the Model Farm, Glasnevin, for instruction in agriculture and land surveying. On Saturdays the schools close at half-past 12 o'clock. The men then go to the Model Farm, and the women are allowed to walk through the city or into the suburbs until dinner time.

Training Session, 1886-7.—The number of new students who entered the College for the Session 1886-7 was 125 (48 men and 77 women). Of the male students, 10 entered for the one year's course, and 38 for the two years' course. Of the female students, 15 entered for one year and 62 for two years—five of the latter being *externs*. In addition to the foregoing, 80 students of the last class (50 males and 30 females) returned for their second year's term of training. Thus the total number of students in the College during the session was 205 (98 men and 107 women).

Of the total number of male students, 20 were principal teachers, 6 were assistants, 26 pupil teachers, 39 paid monitors, and 17 pupils of National schools. Of the female students, 6 were principal teachers, 13 assistants, 11 pupil teachers, 50 paid monitors, and 27 pupils.

Of the male students, 57 were Roman Catholics, 17 were members of the late Established Church, 21 were Presbyterians, and 3 were of other Christian denominations. Of the female students, 45 were Roman Catholics, 25 were members of the late Established Church, 28 were Presbyterians, and 9 were of other Christian denominations.

The classification of the students on entering the College was as follows:—Of the male students, 13 were in the Second Class, 59 were in the Third Class, and 26 were unclassified. Of the female students, 1 was in the First Class, 14 were in the Second Class, 61 in the Third Class, and 31 were unclassified.

Of the men who entered the College, 3 were under 18 years of age, 21 were between 18 and 25 years, and 4 were between 25 and 35 years.

Reports on
State of
Schools.

The Super-
intendents.

Marl-
borough-
street
Training
College.

Domestic
Establish-
ments.

Daily occu-
pation of the
students.

Training
Session,
1886-7.

Appendix D. Of the women, 1 was under 18 years, 101 were between 18 and 25 years, and 5 were between 25 and 35 years. The average age of the male students was 20½ years, and that of the females was 21½ years.

Reports on
State of
Schools.

The Super-
intendents.

Marl-
borough-
street
Training
College.

Lectures.
Model and
Criticism
Lessons.

Different
classes of
Schools.

Religious
Instruction.

Conduct.

Examina-
tion for
Classifica-
tion.

The daily routine of business was similar to that pursued in previous courses.

The lectures embraced the whole range of obligatory subjects set forth in the Programme of Examination for National Teachers. Selected classes of the students received instruction in extra subjects from special teachers.

The instruction in practical teaching consisted partly of the ordinary class teaching in the schools, and partly of *model lessons* and *criticism lessons*. Full details having been given in a former report respecting the nature of these model and criticism lessons, it is unnecessary to refer to them here further than to mention that throughout the session twelve model lessons per week were given by the teachers of the Central Model Schools, and two per week by the training assistants, in presence of the students, and that eight criticism lessons a week, specially prepared and taught by the students, were conducted by the professors. When occupied in class teaching the students proceeded regularly through the whole school curriculum—the hearing of home lessons, draft teaching, desk teaching, &c., &c., and thus obtained a thorough training in practical school work. They were drafted to all the Model Schools in rotation, in order to make them acquainted with the various systems of organization suited to different classes of schools. By this means the students were afforded ample opportunity, not only of constant exercise in the practice of teaching, but also of observing the best methods of conducting National schools adopted by experienced teachers. In this respect the College possesses the exceptional advantage of having no fewer than ten schools differing in size, in organization, and in teaching staff. Schools of the largest class, such as are to be met with in populous districts, are fully exemplified by the three principal schools, male, female, and infant; while the practising schools (four for boys and three for girls) afford examples of almost all the varieties of schools that are to be found in villages and rural districts.

Religious Instruction.—During the times set apart for the purpose the students received separate religious instruction, either from their clergy or from the teachers of their respective communions. They were also afforded every facility for performing their religious duties and for attending divine worship on Sundays.

Conduct.—We have much pleasure in stating that the conduct of the students was in all respects satisfactory. They were kind and considerate towards each other; respectful and obedient to the officers placed over them; attentive to their studies; and careful to preserve the general order and discipline of the establishment.

Examination for Classification.—The final examination for the classification of the students who had completed their course of training was held in July, 1887. The number of these who were finally leaving the college was 105 (60 males and 45 females).

Of the male students, 11 obtained first-class certificates, 48 second-class, and 1 third-class. Of the females, 11 obtained first-class, 32 second-class, and 2 third-class.

Certificates in extra subjects were awarded as follows:—Of the male students, 13 obtained certificates in drawing, 24 in singing, and 5 in

handicraft. Of the female students, 18 obtained certificates in drawing, 21 in singing, 13 in instrumental music, 37 in domestic economy, and 33 in practical cookery.

Central Model Schools.—At the close of the year 1887 there were on the rolls of the ten central model schools, 1,511 pupils. The average number on the rolls for 1887 was 1,731, and the average daily attendance during the year was 1,306.

Rates of Payment.—The rates of payment are £1, 10s., 5s., 2s. 6d., and 1s. 1d. per quarter, and—in the case of the children of soldiers—3d. per week. Of the pupils on the rolls on the 31st December, 1887, 6 were registered at £1, 111 at 10s., 320 at 5s., 743 at 2s. 6d., 305 at 1s. 1d. per quarter, and 8 at 3d. per week. There were besides 19 paid monitors, who were exempt from the payment of fees. The total amount of school fees received during the year was £1,068 16s. 9d., the annual average for each pupil in daily attendance being 16s. 4½d. The amount received in 1886, was £1,113 19s., and the average per pupil, 17s. 6½d.

Classification of Pupils.—Of the total number of children enrolled at the end of the year, 126, or 8·3 per cent., were infants, 505, or 33·4 per cent., were in the *third* and lower classes, and 880, or 58·2 per cent., in the *fourth* and higher classes. The average age of the boys was 11·9 years, of the girls 12·4 years, and of the infants 6·2 years.

Religious Denominations.—The religious denominations of the pupils were as follows:—988 were Roman Catholics, 406 were members of the late Established Church, 73 were Presbyterians, and 44 belonged to other religious denominations.

Religious Instruction.—Two hours on Tuesdays, from 10 till 12 o'clock, and half an hour, from 10 till half past 10, on each of the other week days, were devoted to the separate religious instruction of the pupils. The Protestant children received instruction at these times from their clergymen and from the teachers of their respective religious denominations. The Roman Catholic teachers conducted the religious instruction of the children belonging to their own creed. As heretofore, the rules laid down by the Commissioners on the subject were carefully observed.

Secular Instruction.—The secular instruction occupied four and a half hours (from 10½ to 3 o'clock) on all week days except Tuesdays and Saturdays. On Tuesdays secular instruction was given from 9½ till 10 o'clock, and from 12 till a quarter past 3 o'clock, and on Saturdays from 10½ till 12½ o'clock. Morning classes for secular instruction were also held on every week day except Tuesday, from a quarter past 9 till five minutes to 10 o'clock. These classes formed a very important addition to the school work, and we were pleased to observe that, although attendance at them was quite optional, they were availed of by almost all the pupils.

The annual examination for results fees was held in May, 1887. Of 1,751 pupils whose names were on the rolls at the end of the preceding month, 1,311, or 69·2 per cent., had attended during the year on at least 100 days of four or more hours each, and of these 1,155, or 95·4 per cent., were presented for examination.

The total amount of results fees paid to the teachers was £624 6s. 8d., or 10s. 10½d. on an average for each pupil examined.

Appendix D
Reports on
State of
Schools,
The Super-
intendent's,
Marl-
borough-
street
Training
College.
Central
Model
Schools.
Rates of
Payment.

Classification
of
pupils.

Religious
Denomina-
tion.

Religious
Instruction.

Secular In-
struction.

Results Ex-
amination.

Appendix D.
 Reports on
 State of
 Schools.
 The Super-
 intendents.
 Marl-
 borough-
 street
 Training
 College.

The character of the answering on the whole was, as usual, very satisfactory. In the higher classes the examination was conducted, as far as practicable, by means of written questions given simultaneously to all pupils of the same grade, irrespective of the schools to which they belonged. By thus adopting a uniform standard of comparison we were enabled to form a correct judgment as to the relative merits of the schools.

The following are the percentages of the passes. (The number in parenthesis represents the percentage of the passes which in each case were passes with credit.)

Boys' School, No. 1.—Number of pupils examined for results, 334. Percentages of passes:—Reading, 98 (73); spelling, 95 (81); writing, 100 (86); arithmetic, 93 (76); grammar, 99 (80); geography, 84 (74).

Boys' School, No. 2.—Number of pupils examined for results, 68. Percentages of passes:—Reading, 94 (66); spelling 91 (82); writing, 100 (85); arithmetic, 83 (69); grammar, 75 (37); geography 78 (65).

Boys' School, No. 3.—Number of pupils examined for results, 41. Percentages of passes:—Reading, 100 (68); spelling, 93 (75); writing, 100 (78); arithmetic, 95 (75); grammar, 84 (67); geography, 88 (71).

Boys' School, No. 4.—Number of pupils examined for results, 44. Percentages of passes:—Reading, 93 (67); spelling, 85 (70); writing, 98 (85); arithmetic, 90 (70); grammar, 78 (52); geography, 78 (81).

Boys' School, No. 5.—Number of pupils examined for results, 82. Percentages of passes:—Reading, 95 (74); spelling, 94 (82); writing, 100 (89); arithmetic, 84 (65); grammar, 90 (43); geography, 86 (58).

Girls' School, No. 1.—Number of pupils examined for results, 335. Percentages of passes:—Reading, 99 (82); spelling, 96 (81); writing, 99 (95); arithmetic, 84 (70); grammar, 92 (65); geography, 94 (80).

Girls' School, No. 2.—Number of pupils examined for results, 53. Percentages of passes:—Reading, 100 (79); spelling, 89 (56); writing, 100 (79); arithmetic, 72 (45); grammar, 95 (72); geography, 88 (57).

Girls' School, No. 3.—Number of pupils examined for results, 25. Percentages of passes:—Reading, 100 (76); spelling, 80 (44); writing, 100 (80); arithmetic, 68 (32); grammar, 86 (58); geography, 76 (38).

Girls' School, No. 4.—Number of pupils examined for results, 31. Percentages of passes:—Reading, 100 (74); spelling, 94 (71); writing, 100 (87); arithmetic, 97 (74); grammar, 96 (60); geography, 93 (76).

Infant School.—Number of pupils examined for results, 142. Percentages of passes—Reading, 95 (89); spelling, 84 (85); writing, 100 (85); arithmetic, 91 (85); Kindergarten, 98 (93).

Besides the elementary subjects of the programme, the pupils of all the schools were examined in vocal music and drawing, and—in the girls' schools—in needlework. Several of the senior boys were presented for examination in Euclid and algebra, and large classes of boys and girls had been successfully prepared in physical geography and book-keeping. We may remark that this last subject, as well as arithmetic, is of very considerable importance to the class of children that attend the Central Model Schools, large numbers of whom, both boys and girls, obtain employment in the shops and counting houses of the city.

Special teachers having been employed for singing and drawing, no results fees were paid for these subjects. The examination in both subjects, however, was conducted in strict accordance with the requirements of the programme.

Singing.—In the boys schools the pupils were examined in the tonic sol-fa system of vocal music. All were marked individually as they sang from the modulator. They were required to sing collectively the exercises in the different steps of the standard charts, and, in the higher classes, to take part in harmonized pieces. The pupils of the sixth class were further required to translate simple exercises into the staff notation. The girls were examined in the staff notation according to Hullah's method. They were called on to name the notes on the staff, to read pieces of music and to define the several intervals of the diatonic scale, to sing school songs in unison, to translate passages from one key to another, and to join in singing a number of harmonized pieces. Of 471 boys examined 90 per cent. passed, and of these 90 per cent. passed with credit. Of 412 girls examined 84 per cent. passed, 78 per cent. being passes with credit.

Appendix D.

Reports on
State of
Schools.The Super-
intendents.Marl-
borough-
street
Training
College.

Singing.

Drawing.—In drawing the pupils were required to copy outlines in freehand, such as those contained in Vere Foster's drawing books, the sketches being graduated as nearly as possible according to the classification of the children. Of the boys examined in this subject 90 per cent., and of the girls 98 per cent. passed. Besides the exercises worked at the examination, several good specimens of elementary model drawing and shading from flat examples were exhibited by the more advanced boys, a few of whom had also been learning practical geometry and mechanical drawing, and some very creditable sketches in water colours and shading from the flat were shown as the work of the advanced pupils of Girls' School No. 1.

Drawing.

In the girls' schools all the pupils except those in the first or lowest class were examined in needlework. In former reports we have given full details of the system of instruction pursued in this important branch. We may here briefly repeat that needlework is taught daily in all the Central Model Schools. In the smaller schools an hour each day is devoted to this subject. In the principal school a workroom is specially set apart for the purpose, and during the whole school day class after class is occupied in this room under the supervision of their several teachers. Of the total number of pupils examined 98 per cent. passed. The examination was necessarily confined to the various tests of knitting, plain sewing, and cutting out, as required by the programme. The result of a single examination, however, can afford but a very faint idea of the work done in this department in the Central Model Schools. The instruction given from the very first is always of a practical kind, and accordingly each girl, after having spent some time in the senior classes, is able to make any ordinary article of dress. Several hundreds of such articles, all the work of the pupils, are annually made in the schools. The materials are procured by the head mistress and furnished to the pupils at cost price, and the articles, when completed, are either retained by the pupils themselves or purchased by their friends.

Needlework

The lessons and demonstrations in practical cookery were attended during the year by 173 girls. The number presented for examination in this subject was 67, of whom 92 per cent. passed. The examination was partly practical and partly theoretical. Each pupil was required to prepare and cook some particular dish taken at random from a large number, such as steak, chop, Irish stew, meat pudding, soup, omelette, &c., and while engaged at her work she was called on to explain fully the different steps involved in the process.

Practical
Cookery.

Appendix D. Sixty-nine girls were examined in domestic economy, and of these 94 per cent. passed.

Reports on
State of
Schools.

The Super-
intendents.

Marl-
borough-
street
Training
College.

Science and
Art Exam-
ination.

Handicraft

At the examination held in May, 1887, in connexion with the Science and Art Department, South Kensington, 104 pupils, specially prepared by the head master of the principal boys' school were examined in acoustics, electricity, and elementary mathematics. The satisfactory character of their answering may be estimated from the fact that the fees paid to the head master by the department amounted to £100.

About 90 boys are taught handicraft by Mr. Conway, the head master of No. 3 boys' school. They learn the use of the ordinary carpenter's tools, and make such things as little boxes, brackets, picture frames, &c. The instruction is carried on in the mornings before 10 o'clock, and the pupils take great delight in it. Seventy-three boys were presented for examination, of whom 82 per cent. passed. For each pass Mr. Conway received a results fee of 5s.

For some years past extern teachers have been employed to give instruction in Latin and French to such of the boys as wish to learn these languages. In the girls' schools extern teachers are employed to give lessons in French and instrumental music. The charge for Latin is 10s., for French, 5s., and for instrumental music, 10s. a quarter; the proceeds in each case being handed over to the teachers of the classes. The total number of boys in the Latin class during the year was 14, and in the French class 49. The number of girls learning French was 43, and 83 received instruction on the piano.

Evening
School.

Evening School.—An evening school for artisans and others who are unable to attend during the day time is held during the six months from the 1st of October to the 31st of March. It is open on four evenings of the week, from 7½ till 9½ o'clock, and is conducted by one principal and two assistant masters. During the session which ended 31st March, 1887, the total number of pupils who entered the school was 180, and the average evening attendance was 64·3.

The rates of payment of these pupils were as follows:—Twenty paid 10s.; 11, 7s. 6d.; 27, 5s., and 46, 2s. 6d. per quarter; and 6 paid 16s.; 14, 12s.; 29, 8s.; and 27, 4s. for the session.

The number of pupils presented for the results examination at the close of the session was 33; of whom 97 per cent. passed in reading, 85 per cent. in spelling, 100 per cent. in writing, and 82 per cent. in arithmetic.

The total amount of results fees was £11 9s.

We attach reports from Mr. Smeeth and Miss Harpur upon the teaching of Drawing in the Central Model Schools and the Training College.

We are, gentlemen, your obedient servants,

D. O'SULLIVAN,	} Superintendents.
J. CORBET,	
P. W. JOYCE,	
J. J. DOHERTY.	

REPORTS by Mr. SMERTH and Miss HARPUR on Drawing as taught by them in the Central Model Practising Schools and Marlborough-street Training College.

Model Schools,

Drawing Class,

14th November, 1887.

GENTLEMEN,—I beg to submit the following report :—

(a¹) *Number of students and pupils under my instruction for the year ending July, 1887 :—*

I. Pupils in the Male Model Schools :—

No. 1 School, 4th Class, average attendance,	.	.	70
" 5 ¹ Class, " "	.	.	60
" 5 ² and 6th Classes, average attendance,	.	.	60
New Schools, 5th and 6th Classes, " "	.	.	60
			250

This number represents at least half as many more who received instruction during the year.

II. Male Students in Training, 98

III. Female Students in Training, 102

Monitresses, 12

114

(a²) *Standing of students and pupils :—*

I. Pupils in the Male Model Schools.

No. 1 School, 4th Class.—Most of these pupils commenced at the very elements ; at the end of the year all were able to draw fairly well easy examples formed of curved lines, such as Vere Foster's Drawing Book C¹ ; many of them also drew the I¹ Book, and some of them the I² of Vere Foster's series.

No. 1 School, 5¹ Class.—These pupils continued work according to the progress made in 4th Class during the previous year. At the end of the year nearly every one was able to do the I¹ Book satisfactorily, many were able to do the I², and a few the I³ Book. Twenty-five pupils of this class, whose Freehand Drawing was considered sufficiently good, also received instruction in Model Drawing on alternate days.

No. 1 School, 5² and 6th Class.—The pupils continued work according to their standing in 5¹ Class at the end of the previous year. The books generally used were I¹, I², and I³, but many of the pupils who had finished the I³ satisfactorily were allowed, according to their ability, taste, or inclination, to take for further practice any of the following Vere Foster's Drawing Books :—E, G, K, M, O, or Q. Thirty pupils of this class also received instruction in Model Drawing on the alternate days.

Three pupils did figure drawing from the flat, three landscape, four machine drawing, and one architectural drawing ; these eleven pupils had previously had a course of Freehand and Model Drawing.

New Schools, 5th and 6th Classes.—Those pupils who had attended during the previous year continued their studies, but many new comers had to commence very elementary work. At the end of the year all were either drawing the I¹ Book or had finished it ; many had also done

Appendix D. P¹, P², and some an E, G, K, M, O, or Q Book. Sixteen, whose outline from the flat was considered satisfactory, also received instruction in Model Drawing.

Reports on
State of
Schools.

II. Male Students in Training.

Many had never attempted to draw before. At the end of the year the most backward were able to do the P¹ Book, the more advanced students also did books P², P³, P⁴, E, G, and some of Poynter's second grade examples. Forty-eight, whose Freehand was considered satisfactory, received instruction in Model Drawing. Seventy of the students also commenced Practical Geometry, but many of them discontinued this subject, thinking they had not time to prosecute it. Twenty of those who continued the Practical Geometry also received lessons in Perspective. Three students did Figure Shading from the flat, and two did Ornamental Shading from the round, or rather from reliefs.

III. Female Students and Monitresses.

Many of this class also had never drawn before, but at the close of the year all could do at least the P¹ Book; many did also the books P², P³, P⁴, E, G, and some of Poynter's second grade examples. Seventy of these students whose Freehand was considered sufficiently advanced received instruction in Model Drawing; twenty-four received lessons in Perspective, twenty-five did Shading from the flat, Figure or Landscape, five painted in Water Colours, and one Shaded from the round.

(b) Scheme of Instruction adopted:—

1. Freehand Drawing from flat examples with occasional illustrations on the blackboard. Vere Foster's and Poynter's Drawing Books were principally used.
2. Model Drawing, consisting of lessons given on Solid Geometrical Forms, vases, and common objects, in which the principles of perspective were explained in all that relates to the appearances of objects. These lessons were illustrated as occasion required on the blackboard, or by drawings made for the pupils in their respective positions.
3. Practical Geometry and Perspective taught by examples drawn on the blackboard and from text books.
4. Shading from the flat and from the round, Water Colouring, Machine and Architectural Drawing taught by individual instruction as required.
5. Every drawing came under my supervision and received my sanction before it was passed.

In the class of Female Students and Monitresses I was assisted by Miss Harpur, and in the class of Male Students by one of the Training Assistants.

(c) Particulars of Subject for each group, &c. Numbers which received instruction during the year:—

Freehand, outline from the flat,	550
" shading " " Figure and Landscape,	34
" outline " round	189
" shading " " "	3
Practical Geometry,	94
Perspective,	44
Machine Drawing,	3
Architectural Drawing,	1
Colouring, Water Colours,	5
" Chalk,	
Projection,	None.
Design—Textile, Architectural Machine	
Still Life	

(d) Time :—

1. Pupils of the schools received two lessons each week.
 2. Male students three lessons each week, except those who belonged to the Latin Class, who received two lessons each week.
 3. Female Students, four lessons each week.
- One hour was allowed for each lesson.

(e) Number or quantity of specimens executed :—

1. Pupils of the schools, the more backward did from three to four of Vere Foster's Drawing Books each in the course of the year; the more advanced did from five to six books, together with some Model Drawing.

2. The students in training did on an average five books each; the more advanced, consisting principally of second year's students, did also some of Poynter's second grade examples, and from three to four pieces of Shading from the flat, also Model Drawing, Practical Geometry, and Perspective.

(f) Character of the specimens :—

Perhaps I am not an impartial judge in this respect, but I should say that the work done was as good as could be produced under the circumstances.

(g) Number of specimens worthy of being preserved after the examination in the subject :—

The question of preserving the drawings was not considered; all the drawings were distributed to those who made them at the end of the year, except some few that were not claimed.

I am, Gentlemen,

Your obedient servant,

JOSEPH F. SKEETH.

The Superintendents,

Education Office.

In 2261-87c.

Central Model F. Schools, Marlborough-street,

Drawing Department, November 15, 1887.

GENTLEMEN,—The accompanying is a report of the instructions received by the pupils attending the above-named schools in this department, numbering about 500.

Of those examined in May, 1887—about 442—all passed with scarcely an exception.

There were nearly 100 drawings in two crayons, also some water colour paintings.

The pupils take home their drawings when finished, and return them during period of examination.

Of the advanced pupils between thirty and forty obtained considerable proficiency in shading from the flat; and six or eight learned water colour painting (landscape and flowers) during the year.

I remain, Gentlemen, your obedient servant,

CATHERINE HARPUR.

To the Superintendents.

Appendix D.

Reports on
State of
Schools.

In 2261-87c.

CENTRAL MODEL FEMALE SCHOOLS, MARLBOROUGH-STREET—
DRAWING DEPARTMENT.

Class.	Average Number.	Subject of Instruction.	Time Allowed.
Second, . .	40	Were Foster's Elementary Drawing Copies.	Half an hour, twice per week.
Third, . .	68	Were Foster's Elementary Drawing Copies.	Half an hour, twice per week.
Fourth, . .	76	Were Foster's Copies of more Advanced Character.	Half an hour, twice per week.
Fifth, . . (Stages, 1 and 2).	167	Were Foster's, and other more Advanced Copies in Freehand Outline.	Two Lessons per week, of three quarters of an hour's duration.
Sixth, . .	95	Freehand Outline—Advanced—Shading—Studies from the flat in figures. Flowers and Landscape, Water Colours.	Two Lessons per week, each three quarters of an hour in duration.

APPENDIX E.

APPENDIX E.

LITERARY CLASSIFICATION of the 715,740 PUPILS who attended School once or oftener within the last Fourteen Days of the Month immediately preceding the Results Examination.

Number and Name of District.	Infants.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class, 1st Stage.	Fifth Class, 2nd Stage.	Sixth Class.	Total.
1. Letterkenny, .	2,617	2,303	1,530	1,153	884	473	252	314	9,373
2. Londonderry, .	3,128	2,215	1,788	1,431	1,139	582	402	464	11,144
3. Coleraine, .	2,516	1,495	1,487	1,201	1,006	789	465	670	9,726
4. Ballymena, .	2,752	2,066	1,693	1,580	1,148	692	443	512	10,886
5. Donegal, .	2,363	1,488	1,311	1,239	1,071	692	385	419	8,952
6. Strabane, .	2,179	1,944	1,542	1,309	923	650	375	451	9,372
7. Maghera, .	2,831	1,958	1,630	1,481	1,132	626	411	504	10,573
8. Belfast, North, .	5,302	3,225	2,766	2,419	1,777	1,054	542	556	17,641
8A. Carrickfergus, .	2,918	1,583	1,481	1,471	1,201	818	526	656	10,654
9. Belfast, South, .	5,108	2,575	2,504	2,465	1,819	1,254	784	886	17,285
10. Newtownards, .	4,224	2,111	1,966	1,764	1,394	886	536	584	13,463
11. Lurgan, .	3,353	1,889	1,564	1,589	1,080	614	469	504	10,962
12. Sligo, .	1,961	1,860	1,650	1,574	1,216	873	487	524	10,145
13. Enniskillen, .	2,361	1,761	1,695	1,566	1,221	808	526	525	10,463
14. Omagh, .	2,668	1,706	1,534	1,451	960	752	456	462	9,979
15. Dungannon, .	2,496	1,820	1,496	1,428	1,007	663	392	515	9,817
16. Armagh, .	2,728	1,767	1,542	1,412	1,078	713	418	504	10,108
17. Downpatrick, .	2,267	1,736	1,475	1,287	916	600	372	363	9,086
18. Monaghan, .	2,528	1,590	1,482	1,313	1,066	738	490	534	9,791
19. Newry, .	3,092	2,017	1,796	1,632	1,143	699	350	389	11,138
20. Ballina, .	2,603	2,183	1,863	1,690	1,376	928	517	574	11,724
21. Swinford, .	3,523	2,557	2,268	2,323	1,758	1,057	619	657	14,551
22. Boyle, .	2,686	1,479	1,461	1,617	1,282	1,046	684	832	11,187
23. Cavan, .	1,953	1,777	1,610	1,478	1,093	759	461	388	9,519
24. Belleborough, .	3,214	1,696	1,631	1,459	1,168	790	492	503	10,933
25. Drogheda, .	3,894	2,259	1,895	1,705	1,364	906	534	579	13,136
26. Westport, .	3,854	2,773	2,504	2,042	1,341	814	453	389	13,670
27. Roscommon, .	2,827	2,187	1,906	1,663	1,257	776	468	553	11,587
28. Longford, .	2,311	1,833	1,713	1,570	1,199	813	451	495	10,884
29. Trim, .	2,744	1,533	1,509	1,540	1,257	919	598	640	10,740
30. Dublin, North, .	5,437	2,640	2,179	1,802	1,423	981	561	653	15,736
31. Ballinamore, .	2,061	1,586	1,557	1,465	1,060	595	312	283	8,913
32. Tully, .	4,031	3,714	3,323	2,748	1,905	1,163	674	699	18,157
33. Mullingar, .	2,597	1,709	1,496	1,294	1,015	694	410	401	9,616
34. Galway, .	3,402	2,316	1,937	1,776	1,279	819	629	575	12,485
35. Ballinasloe, .	3,695	2,361	1,974	1,808	1,315	785	462	423	12,228

LITERARY CLASSIFICATION of the 715,740 PUPILS who attended School once or oftener within the last Fourteen Days of the Month immediately preceding the Results Examination—*continued*.

Number and Name of District.	Infants.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class, 1st Stage.	Fifth Class, 2nd Stage.	Sixth Class.	Total.
36. Parsonstown, .	3,244	2,084	2,143	1,892	1,516	1,110	654	705	13,348
37. Dublin, Sth.(1).	5,255	2,562	1,979	1,591	1,041	633	367	384	13,812
39. Listowel, .	2,125	2,068	1,738	1,700	1,272	1,043	622	868	11,526
40. Dublin, Sth.(2).	5,084	2,708	2,142	1,834	1,371	832	516	471	14,958
41. Portlannington, .	3,848	2,643	2,208	2,030	1,395	1,019	601	572	14,011
42. Gort, .	1,931	1,900	1,801	1,763	1,290	896	652	655	10,978
44. Athy, .	2,925	2,478	1,947	1,933	1,317	795	483	548	12,426
45. Ennis, .	2,820	1,917	1,773	1,627	1,386	1,031	709	985	12,267
46. Tipperary, .	2,996	1,969	1,821	1,813	1,521	1,211	847	1,156	13,334
47. Kilkenny, .	3,698	2,199	2,047	1,937	1,565	1,073	723	913	14,155
48. Youghal, .	3,246	1,895	1,768	1,660	1,370	934	544	698	12,015
49. Waterford, .	3,347	2,244	1,973	1,791	1,354	914	631	661	12,815
50. Enniscorthy, .	3,841	2,590	1,882	1,655	1,076	780	408	448	12,130
51. Limerick, .	3,443	2,094	1,822	1,672	1,294	911	604	807	12,647
52. Rathkeale, .	2,801	1,633	1,591	1,474	1,206	1,055	812	1,145	11,407
53. Clonmel, .	3,063	1,981	1,713	1,514	1,301	887	625	788	11,842
54. Tralee, .	2,842	2,218	1,795	1,741	1,291	907	610	695	12,090
55. Macroom, .	2,531	1,818	1,867	1,808	1,510	1,140	734	881	12,284
56. Mallow, .	2,535	1,786	1,735	1,592	1,428	1,077	730	923	11,791
57. Killarney, .	2,468	2,373	1,957	1,836	1,511	1,102	703	966	12,916
58. Bantry, .	2,098	1,765	1,617	1,497	1,331	1,010	648	751	10,717
59. Dunmanway, .	1,691	1,284	1,244	1,204	1,078	865	603	864	8,333
60. Cork, .	4,797	2,795	2,310	2,024	1,690	1,137	716	876	16,845
61. Bandon, .	2,509	1,848	1,634	1,539	1,261	932	650	878	11,251
Grand Total, .	182,940	124,421	106,324	99,925	76,839	52,124	32,549	37,618	715,740
Per-centage, .	25.5	17.4	15.3	14.0	10.7	7.3	4.5	5.3	
Per-centage, .	25.5	46.7			27.8				

APPENDIX F.

TABLE No. 1.—Classification of 8,186 National Schools in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
1. Letterkenny, . . .	42	31	20	57	50	80	20	50	88	12	150
2. Londonderry, . . .	23	74	27	21	47	91	7	63	68	14	145
3. Coleraine, . . .	101	20	7	15	116	21	6	109	26	8	143
4. Ballymena, . . .	100	24	-	32	126	30	-	135	21	-	156
5. Donegal, . . .	62	28	1	54	73	69	3	62	81	2	145
6. Strabane, . . .	64	44	7	34	79	59	11	82	48	19	149
7. Maghera, . . .	121	16	10	17	113	45	6	111	50	3	164
8. Belfast, North, . .	110	21	-	-	100	31	-	120	11	-	131
8A. Carrickfergus, . .	83	49	-	16	121	27	-	111	37	-	148
9. Belfast, South, . .	90	34	-	-	90	25	1	110	14	-	124
10. Newtownards, . .	76	47	5	2	107	23	-	105	25	-	130
11. Lurgan, . . .	82	44	10	8	124	16	4	124	20	-	144
12. Sligo, . . .	46	52	4	49	66	65	-	66	64	1	131
13. Enniskillen, . . .	116	10	1	35	141	18	3	153	9	-	162
14. Omagh, . . .	107	24	2	22	106	43	6	127	24	4	155
15. Dungannon, . . .	94	37	5	17	89	64	-	102	51	-	153
16. Armagh, . . .	87	38	8	5	116	32	-	119	29	-	148
17. Downpatrick, . .	80	36	10	7	101	30	2	117	16	-	133
18. Monaghan, . . .	64	26	9	35	101	32	1	95	38	1	134
19. Newry, . . .	35	37	42	27	67	89	15	47	85	9	141
20. Ballina, . . .	62	8	2	58	96	31	3	94	36	-	130
21. Swinford, . . .	69	35	8	34	98	41	7	97	46	3	146
22. Boyle, . . .	54	18	4	55	86	41	4	92	36	3	131
23. Cavan, . . .	51	42	8	46	91	53	3	90	57	-	147
24. Bailieborough, . .	49	35	9	55	101	32	15	84	55	9	148
25. Drogheda, . . .	102	13	11	13	115	23	1	114	25	-	139
26. Westport, . . .	78	25	8	40	85	66	-	55	96	-	151
27. Roscommon, . . .	49	14	11	52	81	35	10	80	41	5	126
28. Longford, . . .	42	56	5	31	65	63	6	80	49	5	134
29. Trim, . . .	127	15	5	7	145	8	1	154	-	-	154
30. Dublin, North, 1, .	68	36	8	1	89	24	-	97	16	-	113
31. Ballinamore, . . .	30	17	-	78	74	43	8	66	58	1	125
32. Tamm, . . .	108	17	-	39	134	22	8	154	10	-	164
33. Mullingar, . . .	64	20	3	37	100	31	1	115	17	-	132
34. Galway, . . .	73	45	6	29	111	39	3	90	53	2	153

TABLE No. 1.—Classification of 8,186 National Schools in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children—*continued*.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
35. Ballintaloe, . . .	49	49	25	24	66	81	-	132	15	-	147
36. Parnassstown, . .	110	22	3	44	137	39	3	161	28	-	179
37. Dublin, North, 2,	84	18	4	3	84	14	1	89	19	1	109
38. Listowel, . . .	84	17	-	14	105	8	2	103	6	-	115
40. Dublin, South, . .	116	19	-	7	128	12	2	130	12	-	142
41. Portarlington, . .	89	54	10	24	130	38	-	120	40	-	168
42. Gort, . . .	90	17	-	18	125	-	-	121	4	-	125
44. Athy, . . .	124	18	4	14	156	4	-	153	2	-	160
45. Ennis, . . .	46	19	3	33	78	23	-	88	13	-	101
46. Tipperary, . . .	53	17	7	55	80	47	5	100	29	3	132
47. Kilkenny, . . .	67	32	18	37	61	100	13	80	81	13	174
48. Youghal, . . .	100	12	1	7	109	11	-	109	10	1	120
49. Waterford, . . .	63	59	4	13	80	34	15	87	47	11	139
50. Enniscorthy, . . .	39	42	13	38	53	63	16	47	79	6	132
51. Limerick, . . .	67	30	-	24	80	31	-	87	24	-	111
52. Rathkeale, . . .	81	18	5	9	92	18	2	92	21	-	113
53. Clonmel, . . .	32	40	13	33	84	25	9	76	34	8	118
54. Tralee, . . .	71	9	11	17	82	21	5	85	28	2	108
55. Millstreet, . . .	81	24	2	5	91	19	2	72	36	4	112
56. Mallow, . . .	79	21	4	11	84	29	2	75	29	11	115
57. Killarney, . . .	118	7	1	7	105	25	3	125	8	-	133
58. Bantry, . . .	63	16	10	35	84	34	6	87	34	3	124
59. Dunmanway, . . .	84	6	-	17	94	13	-	97	10	-	107
60. Carr, . . .	85	5	4	14	82	27	-	94	15	-	106
61. Bandon, . . .	60	30	11	18	64	42	8	92	22	-	114
Total, . . .	4,548	1,687	409	1,548	5,768	2,171	248	5,978	2,043	164	8,186

TABLE NO. 2.—Classification of 8,186 National Schools

District and Centre.	No. of Schools Retained.	A. Building, Repairs, &c.			B. Furniture and Appa- ratus.			C. Premises, Play- ground.	
		Good.	Middling.	Bad.	Good.	Middling.	Bad.	Good.	Middling.
1. Letterkenney, . . .	150	70	66	14	75	51	24	55	61
2. Londenberry, . . .	145	62	69	14	49	65	31	47	34
3. Coleraine, . . .	143	109	30	4	112	26	5	91	19
4. Ballymena, . . .	156	80	72	4	104	50	2	60	60
5. Donagel, . . .	145	83	58	4	80	61	4	58	63
6. Strabane, . . .	149	87	56	6	91	41	17	52	40
7. Maghera, . . .	164	146	14	4	121	38	5	45	10
8. Belfast, North, . . .	131	109	31	—	102	29	—	52	48
8A. Carrickfergus, . . .	148	118	30	—	110	38	—	58	54
9. Belfast, South, . . .	124	102	20	2	90	30	4	53	49
10. Newtownards, . . .	130	99	30	1	89	40	1	77	45
11. Lurgan, . . .	144	124	16	4	134	16	4	41	43
12. Sligo, . . .	131	60	65	6	44	82	5	47	48
13. Enniskillen, . . .	162	149	10	3	125	34	3	107	10
14. Omagh, . . .	155	95	47	13	107	40	8	115	24
15. Dungannon, . . .	153	67	85	1	72	77	4	70	39
16. Armagh, . . .	148	62	71	15	47	99	2	70	75
17. Downpatrick, . . .	133	109	20	4	86	45	4	63	41
18. Monaghan, . . .	134	110	19	5	76	55	5	47	41
19. Newry, . . .	141	89	42	10	64	63	14	54	31
20. Ballina, . . .	130	94	26	10	87	35	8	75	5
21. Swinford, . . .	146	88	41	7	98	42	6	88	16
22. Boyle, . . .	131	84	46	1	82	45	4	51	40
23. Carrigrohane, . . .	147	80	57	10	78	59	10	70	56
24. Ballisborough, . . .	148	88	52	28	86	51	11	64	29
25. Drogheda, . . .	139	115	21	3	115	20	4	104	21
26. Westport, . . .	151	95	45	11	83	60	3	72	43
27. Roscommon, . . .	126	63	53	10	59	58	9	42	35
28. Legef ford, . . .	134	89	44	10	85	41	8	50	41
29. Trim, . . .	154	116	38	5	100	49	5	103	45
30. Dublin, North, 1, . . .	113	96	14	3	89	22	2	72	41
31. Ballinamore, . . .	125	69	27	29	70	39	16	44	12
32. Tuam, . . .	164	126	17	21	127	15	22	96	11
33. Mullingar, . . .	132	92	34	6	84	38	10	49	29
34. Galway, . . .	153	111	23	19	90	43	11	94	30
35. Ballinasloe, . . .	147	60	78	9	59	81	7	50	84
36. Pargstown, . . .	179	154	17	8	150	21	8	113	23
37. Dublin, North, 2, . . .	100	96	12	1	95	14	—	81	6
39. Listowel, . . .	115	96	14	5	85	28	2	89	15
40. Dublin, South, . . .	142	116	19	7	116	21	5	119	18
41. Portlinton, . . .	168	134	31	3	128	40	—	107	23
42. Gort, . . .	125	116	9	—	117	8	—	107	—
44. Athy, . . .	160	149	11	—	148	9	3	119	10
45. Ennis, . . .	101	64	24	13	58	34	9	39	49
46. Tipperary, . . .	183	45	71	16	42	61	29	35	34
47. Kilkenny, . . .	174	82	74	18	73	88	13	46	57
48. Yonghal, . . .	120	91	28	1	81	37	2	71	13
49. Waterford, . . .	139	64	63	12	58	71	10	24	47
50. Ennisceorthy, . . .	132	80	28	24	47	60	25	46	23
51. Limerick, . . .	111	65	37	9	53	48	10	57	44
52. Rathkeale, . . .	113	83	24	6	86	21	6	89	19
53. Clonmel, . . .	118	82	30	6	86	26	6	42	28
54. Triloe, . . .	108	87	16	5	90	12	6	93	15
55. Millscreet, . . .	112	93	17	2	83	24	5	86	16
56. Mallow, . . .	115	83	24	8	55	44	16	72	24
57. Killybeg, . . .	133	97	23	13	105	20	8	113	4
58. Bantry, . . .	124	65	31	28	71	33	20	58	31
59. Duncannon, . . .	107	92	15	—	88	19	—	92	8
60. Cork, . . .	109	94	9	6	80	24	5	54	24
61. Bandon, . . .	114	73	34	8	63	46	5	52	34
Total, . . .	8,186	5,580	2,103	495	5,282	2,483	471	4,158	1,929

in regard to heads indicated in the following Table:—

Grounds, &c.		D. Out-Office.				B.* Space Accommodation.			P. Supply of Books and other Requisites.			District
Bad.	None.	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
34	-	40	41	12	57	-	-	-	50	80	12	1
41	23	51	44	29	21	81	57	7	52	66	27	2
4	29	104	17	3	19	134	6	3	121	16	6	3
-	36	86	36	2	32	107	32	17	110	46	-	4
5	39	64	24	3	54	105	35	5	80	61	4	5
23	34	64	44	7	34	127	16	6	92	47	10	6
4	105	121	16	10	17	133	15	16	169	2	2	7
10	21	110	21	-	-	100	26	5	120	11	-	8
-	36	89	44	-	15	119	29	-	127	21	-	8a
10	12	94	30	-	-	96	24	4	100	24	-	9
-	8	71	53	4	2	118	10	2	100	30	-	10
9	52	82	44	10	8	107	32	5	98	40	6	11
4	32	33	42	7	49	110	11	10	104	18	9	12
-	45	116	10	1	35	117	38	7	124	36	2	13
3	13	112	18	3	22	133	16	6	117	33	5	14
9	35	54	76	6	17	95	51	7	107	46	-	15
3	-	90	50	3	5	135	11	2	84	54	10	16
10	20	87	33	6	7	108	21	4	116	11	6	17
8	30	59	27	13	55	130	4	-	103	22	9	18
32	24	46	33	36	26	66	49	26	47	68	26	19
5	45	61	5	6	58	90	31	9	88	34	8	20
13	29	70	33	9	34	113	17	16	116	27	3	21
40	-	53	20	3	55	88	37	6	116	14	1	22
14	7	50	45	14	38	102	32	13	120	27	-	23
9	47	48	33	12	55	88	44	16	98	43	10	24
3	11	107	8	12	12	128	10	1	121	18	-	25
13	23	79	23	9	40	92	24	35	41	75	35	26
16	53	49	21	4	52	50	56	20	77	43	6	27
10	33	70	23	5	31	110	16	8	75	54	5	28
7	1	97	44	6	7	138	11	5	133	21	-	29
-	-	71	33	8	1	94	15	4	82	31	-	30
-	69	32	14	1	78	75	25	27	87	35	5	31
-	55	113	7	5	39	121	25	18	149	12	3	32
16	38	75	18	11	28	106	13	13	118	12	2	33
7	22	83	28	13	29	134	12	7	116	34	3	34
4	-	51	43	9	44	47	58	12	75	72	-	35
2	41	110	22	3	44	153	17	9	159	14	6	36
1	21	94	10	2	3	103	6	-	91	17	1	37
11	-	94	7	-	14	89	13	3	96	19	-	38
3	7	119	13	3	7	128	10	4	150	12	-	40
20	18	97	25	16	23	120	40	8	130	30	3	41
-	18	90	16	-	19	111	10	4	115	10	-	42
31	-	124	18	4	14	141	16	3	151	8	1	44
13	-	46	19	3	33	52	32	17	70	14	9	45
9	54	57	30	10	55	84	26	22	100	27	5	46
20	51	70	49	18	37	163	8	3	78	80	18	47
-	36	87	24	2	7	104	7	9	107	13	-	48
14	54	76	35	15	13	124	11	4	87	57	15	49
3	60	34	80	30	38	82	29	21	60	52	20	50
14	16	44	35	8	24	60	33	18	83	23	-	51
4	1	82	16	6	9	87	16	10	87	24	2	52
10	30	52	43	10	33	78	32	8	75	33	10	53
-	-	90	9	2	17	87	5	16	70	20	10	54
4	6	90	11	6	5	81	17	14	90	16	6	55
1	18	79	23	2	11	90	14	11	83	24	8	56
-	16	118	3	5	7	123	5	5	114	16	3	57
19	18	55	24	10	35	68	26	30	84	37	3	58
2	5	82	8	-	17	88	15	4	100	6	1	59
14	17	85	5	4	15	98	2	9	100	8	1	60
-	28	63	22	14	15	00	30	4	60	50	4	61
661	1,339	4,570	1,603	457	1,556	6,099	1,359	573	5,045	1,895	345	

8,036

* a. Space accommodation sufficient in summer; insufficient in winter.

APPENDIX G.

REPORT of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND,
under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st
December, 1887.

1. The eighth year of the operation of the Act ended on the 31st December, 1887.

2. The numbers on the Pension Establishment under the Act, was as follows ;—

	MALES.					FEMALES.					Total both sexes.
	3rd Class.	2nd Class.	1 st Class.	1 st Class.	Total.	3rd Class.	2nd Class.	1 st Class.	1 st Class.	Total.	
On the Books on the 31st December, 1887,	2,890	1,850	410	150	5,300	3,315	1,550	350	130	5,345	10,645
Maximum Number allowed by the Act,	-	1,850	410	150	5,300	-	1,550	350	130	5,400	10,700

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rules 37 to 48, are as follows ;—

	Males.	Females.	Total.
On the Books, 31st December, 1886, .	74	101	175
Joined in 1887, . . . . .	.	.	.
Total,	74	101	175
Removed from Establishment on account of Age, or on receipt of Gratuity, or award of Pension in 1887,	2	1	3
Died in 1887,	3	.	3
Resigned or Dismissed, 1887, . . .	.	.	.
On the Books, 31st December, 1887, .	69	100	169
Maximum number allowed, . . . .	.	.	250
Supplemental Pensions :	£ s. d.	£ s. d.	£ s. d.
Amount Payable 31st Dec., 1886, .	133 16 6	226 18 0	360 14 6
Granted in 1887,	32 0 0	18 0 0	50 0 0
Ceased in 1887, . . . . .	.	32 10 0	32 10 0
Amount Payable on 31st Dec., 1887,	165 16 6	212 8 0	378 4 6

4. The Pensions granted were as follows :—

	MALES.										FEMALES.										Total both Sexes.						
	2nd Class.			3rd Class.			1st Class.			Total.			2nd Class.			3rd Class.			1st Class.				Total.				
	No.		£	No.		£	No.		£	No.		£	No.		£	No.		£	No.		£	No.		£	No.		£
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	
Total on 31st December, 1886.	187	4,424	119	4,621	69	3,015	19	1,660		364	14,460	81	1,609	70	1,946	44	1,904	15	944	210	6,403	574	20,863				
PENSIONS GRANTED IN 1887.																											
For ill-health,	1	10	3	42	-	-	-	-	-	4	52	1	6	1	6	-	-	-	-	2	12	6	64				
On Voluntary Retirement,	12	334	15	566	6	376	3	262	36	1,338	8	130	10	270	4	128	3	169	25	733	61	2,271					
On Compulsory Retirement,	11	305	7	226	-	-	1	120	19	831	5	125	2	69	3	153	-	-	-	10	847	29	1,179				
Total,	181	5,153	144	5,555	75	4,191	23	1,982	428	16,681	95	1,898	83	2,299	51	2,185	18	1,113	247	7,495	670	24,376					
PENSIONS GRANTED IN 1887.																											
Through Death,	8	219	2	92	3	151	-	-	13	462	4	122	-	-	-	-	-	-	4	132	17	534					
Otherwise,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Pensions payable on 31st Decem-																											
ber, 1887,	173	4,934	142	5,463	72	4,060	23	1,982	410	16,419	91	1,776	83	2,299	51	2,185	18	1,113	243	7,373	653	23,792					
Gratuities paid during the year,	18	1,806	8	909	1	191	-	-	27	2,906	19	1,539	19	1,764	2	330	-	-	-	40	3,653	67	6,559				

* Including the Supplemental Pensions shown in paragraph 3.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880-1886, and the Year 1887, respectively :—

	Males.						Females.					
	1st Class.		2nd Class.		3rd Class.		1st Class.		2nd Class.		3rd Class.	
	7 years, 1880-86.	1887.	7 years, 1880-86.	1887.	7 years, 1880-86.	1887.	7 years, 1880-86.	1887.	7 years, 1880-86.	1887.	7 years, 1880-86.	1887.
Average Age on :—												
Promotion,	26-24	26-18	23-06	24-28	27-88	32-18	31-14	20-60	20-84	23-39	24-56	26-43
Resignation or Dismissal,	25-78	25-47	20-23	20-75	25-07	33-50	27-00	25-23	23-62	23-10	27-33	26-09
Re-appointment,	27-35	30-73	30-05	33-06	35-23	34-07	—	25-39	26-18	27-77	28-03	28-03
Retirement,	54-54	53-02	56-50	53-19	60-04	62-12	62-75	43-00	44-03	47-08	44-34	55-14
Death,	36-09	36-05	41-85	40-56	44-45	52-00	55-00	30-54	23-56	35-87	38-39	43-00

APPENDIX H.

I.—LIST of ONE HUNDRED AND TWENTY-THREE VESTED SCHOOLS on the Suspended List at end of year 1887.

County.	Statute.	Parish.	Roll No.	School.	How vested.
Antrim,	3	Armagh,	1200	Breen, m.	V.T.
Do.,	-	Culfeaghtrin,	1787	Ballyverdock, . . . f.	A.
Do.,	6	Tullyrusk,	5557	Dondred, f.	V.C.
Do.,	-	Shankil,	6653	Cavehill, f.	V.T.
Do.,	8A	Kilrost,	7944	Bellahill,	V.C.
Cavan,	23	Annaghcliff,	129	Curdargan, . . . m.	A.
Do.,	-	Killeshandra,	143	Corcoran, . . . m.	V.T.
Do.,	-	Do.,	144	Do., f.	V.T.
Do.,	-	Urney,	157	Cothayogus, . . . m.	V.T.
Do.,	-	Do.,	158	Do., f.	V.T.
Do.,	-	Annagh,	3570	Kilnakeck, . . . f.	V.T.
Do.,	-	Killeshandra,	11206	Killeshandra, . . . f.	V.T.
Do.,	24	Lurgan,	2180	Lattoon, f.	V.T.
Do.,	-	Drumgool,	3230	Cohaw, f.	V.T.
Donegal,	1	Moreagh,	1862	Carrick,	V.T.
Do.,	2	Muff,	2999	Tura, f.	V.T.
Do.,	-	Fahan, Lower,	3684	Tullydish, . . . f.	V.T.
Do.,	5	Kilburren,	4421	Ballyshannon, . . f.	V.C.
Down,	17	Bright,	4743	Bright, . . . m.	V.C.
Do.,	-	Kilbelf,	10678	Kilbelf,	V.T.
Fermanagh,	13	Galloon,	261	Drumberry, . . .	V.T.
Do.,	-	Magheraculmoney,	288	Tulnagulligay, . . .	V.T.
Londonderry,	8	Killowen,	3987	Killowen-street, . . m.	V.T.
Do.,	7	Tamlaght O'Crilly,	2486	Drumgarner, . . . f.	V.T.
Do.,	-	Upper Cumber,	5496	Glenacole, . . . m.	V.C.
Monaghan,	18	Tydavnet,	1773	Knockatallen, . . f.	V.T.
Do.,	-	Do.,	4653	Tullycrummin, . . f.	V.T.
Tyrone,	6	Donaghedy,	1260	Donaghedy, . . .	A.
Do.,	-	Badoney, Upper,	5578	Lettarbrat, . . . f.	V.C.
Do.,	-	Do.,	5648	Do., . . . m.	V.C.
Do.,	13	Kilkeery,	3277	Faglab, f.	A.
Do.,	14	Cappagh,	330	Carrigans, Lower, . .	V.T.
Do.,	-	Clogher,	398	Eskra, . . . m.	V.T.
Do.,	-	Errigle Keerogues,	415	Glenacall, . . . m.	V.T.
Do.,	-	Clogher,	1890	Eskra, . . . f.	V.T.
Do.,	-	Donaghedy,	2456	Blackfort, . . . f.	V.C.
Do.,	-	Cappagh,	5545	Reylough,	A.
Do.,	-	Clogher,	4750	Ballyseally, . . .	V.C.
Do.,	15	Kilcross,	419	Dunamore,	V.T.
Clare,	43	Dysart,	1264	Mayrhee, . . . m.	A.
Do.,	-	Kilnash,	3198	Caherhallog, . . m.	V.T.
Do.,	-	Do.,	3199	Do., . . . f.	V.T.
Do.,	45	Drumcliffe,	443	Newtownstockpoole, m.	V.T.
Do.,	-	Do.,	5314	Do., . . . f.	V.T.
Cork,	48	Britway,	3394	Britway, . . . f.	V.T.
Do.,	55	Kilmeach,	2509	Dromleigh, . . . f.	V.T.
Do.,	-	Canovee,	3150	Canovee, . . . m.	V.T.
Do.,	-	Do.,	3486	Do., . . . f.	V.T.
Do.,	56	Donemile,	4128	Sheehansbeg, . . m.	V.T.
Do.,	59	Myross,	2112	Concoroncon, . . m.	A.
Do.,	-	Do.,	2113	Do., . . . f.	A.
Do.,	-	Skibbereen,	5141	Skibbereen (4), . .	V.T.
Do.,	60	Blarney,	1542	Blarney, . . . f.	V.T.
Do.,	61	Ardfield,	10037	Ardfield, . . . m.	V.T.
Kerry,	39	Kilnashen,	2630	Reenaburk, . . . f.	V.T.
Do.,	-	Killenrah,	10838	Lixnow, . . . f.	V.T.
Do.,	54	Dingle,	1278	Dingle, . . . m.	V.T.
Do.,	-	Killiney,	2191	Castleagregary, . . m.	V.T.
Do.,	-	Do.,	2192	Do., . . . f.	V.T.
Do.,	-	Ballinabaglish,	9428	Spa, . . . f.	V.T.
Do.,	55	Kilcummin,	2966	Rathmore, . . . f.	V.T.

I.—LIST OF ONE HUNDRED AND TWENTY-THREE VESTED SCHOOLS ON THE
Suspended List at end of year 1887—continued.

County.	District.	Parish.	Roll No.	School.	How vested.
Kerry, . . .	57	Killarney, . . .	1602	Gortaguilane, . . .	V.T.
Do., . . .	—	Killinane, . . .	2193	Pilemore, . . . m.	V.T.
Do., . . .	—	Do., . . .	2194	Do., . . . f.	V.T.
Do., . . .	—	Templenoe, . . .	5148	Geraghsallagh, . . .	V.C.
Do., . . .	—	Kilreahan, . . .	8262	Sacem, . . . f.	V.C.
Do., . . .	—	Do., . . .	10699	Letterfinish, . . . f.	V.C.
Do., . . .	58	Kenmare, . . .	2850	Kenmare, . . . f.	A.
Tipperary, . . .	36	Cloughprior, . . .	2076	Carney, . . . m.	V.T.
Do., . . .	46	Templecree, . . .	10433	Ardsane, . . . m.	V.T.
Waterford, . . .	48	Tallow, . . .	3490	Kilcalf, . . . m.	A.
Do., . . .	—	Do., . . .	4318	Ballydaff, . . . f.	V.T.
Do., . . .	53	Mothell, . . .	4137	Coshmahona, . . . f.	V.T.
Dublin, . . .	25	Naul, . . .	1179	Naul, . . . m.	V.T.
Do., . . .	30	Grangegorman, . . .	7716	St. Peter's (2), . . . m.	V.T.
Do., . . .	—	Do., . . .	7717	Do. (2), . . . f.	V.T.
Do., . . .	40	Rathmichael, . . .	8233	Ballycorus, . . . m.	V.C.
Do., . . .	—	Stillorgan, . . .	1296	Stillorgan, . . . m.	V.C.
Kildare, . . .	37	Clonsilla, . . .	1497	Newtown, . . . f.	V.T.
Do., . . .	—	Donsighumfer, . . .	5331	Abbey, . . . f.	V.C.
Do., . . .	44	Duamnosque, . . .	2712	Levittown, . . . f.	V.T.
Kilkenny, . . .	47	Grange, . . .	790	Church Hill, . . .	V.T.
Do., . . .	—	Powderstown, . . .	1155	Skewoathen, . . . f.	V.T.
Do., . . .	—	St. John's, . . .	3413	St. John's, . . . l.	V.T.
Do., . . .	—	Do., . . .	10639	St. John's Preparatory m.	V.T.
Do., . . .	49	Lisulung, . . .	3877	Mullinaskill, . . . f.	V.T.
King's, . . .	36	Drumcullen, . . .	2414	Thomastown, . . .	V.T.
Do., . . .	41	Kilfride, . . .	829	Tullamore, . . . m.	V.T.
Lough, . . .	28	Columbkille, . . .	2372	Clonsilla, . . .	V.T.
Louth, . . .	25	Drumcullen, . . .	1305	Kellystown, . . . m.	A.
Do., . . .	—	Rathdrummin, . . .	1593	Walshstown, . . . m.	V.T.
Do., . . .	—	Termonfeckin, . . .	3004	Carstown, . . . f.	V.T.
Meath, . . .	25	Kilbarrin, . . .	1176	Mount Hanover, . . . f.	V.T.
Do., . . .	29	Boardsmill, . . .	1827	Batterstown, . . .	V.T.
Do., . . .	—	Cashinstown, . . .	3147	Cashinstown, . . . f.	V.T.
Do., . . .	—	Kilballeigh, . . .	3812	Carniste, . . . f.	V.T.
Do., . . .	—	Clonsilla, . . .	4009	Tullaghanstown, . . .	V.T.
Do., . . .	—	Trim, . . .	4308	Phillinstown, . . .	V.T.
Do., . . .	30	Clonsilla, . . .	2086	Clonsilla, . . . m.	V.T.
Westmeath, . . .	33	Ballymorin, . . .	1313	Newristy, . . . m.	V.T.
Wexford, . . .	49	Hook, . . .	11995	Loftus Hall, . . . f.	V.T.
Do., . . .	59	Ballyhoge, . . .	1491	Gallilly, . . . f.	V.T.
Do., . . .	—	Clonsilla, . . .	2101	Donard, . . . f.	V.T.
Do., . . .	—	Roadroit, . . .	5537	Courtmacuddy, . . . m.	V.C.
Do., . . .	—	Curick, . . .	10730	Barstown, . . . f.	V.T.
Wicklow, . . .	40	Rathdrum, . . .	5350	Rathdrum, . . . f.	V.C.
Galway, . . .	26	Ballinacilly, . . .	1319	Tully, . . .	V.T.
Do., . . .	52	Abbey, . . .	990	Briarsfield, . . . f.	V.T.
Do., . . .	34	Oranmore, . . .	4307	Oughtersfield, . . . f.	V.C.
Do., . . .	—	Kilcummin, . . .	4787	Oranmore, . . . f.	V.C.
Do., . . .	—	Moyrus, . . .	3566	Murvey, . . . f.	V.C.
Do., . . .	—	Oranmore, . . .	8799	Menleugh, . . . m.	V.T.
Do., . . .	35	Lickierig, . . .	1009	Lickierig, . . . f.	V.T.
Do., . . .	—	Loughrea, . . .	1011	Loughrea, . . . f.	V.T.
Do., . . .	42	Kilbenny, . . .	1325	Kilbenny, . . . m.	V.T.
Do., . . .	—	Do., . . .	1320	Do., . . . f.	V.T.
Do., . . .	—	Kilmacdonagh, . . .	4791	Gort, . . . f.	V.C.
Mayo, . . .	20	Crossmolina, . . .	4010	Richmond, . . .	V.T.
Do., . . .	21	Kilconash, . . .	3931	Swinsford, . . . l.	V.T.
Do., . . .	26	Kilconash, . . .	1613	Newtownshannon, . . .	V.T.
Do., . . .	—	Aughaval, . . .	2823	Murisk, . . . m.	A.
Do., . . .	—	Drum, . . .	6724	Clogher, . . . f.	V.C.
Donegal, . . .	55	St. Peter's, . . .	4196	Deerpark, . . . f.	V.T.

1A.—LIST of NINE VESTED MODEL SCHOOL DEPARTMENTS,* amalgamated with other DEPARTMENTS of same SCHOOL.

County.	District.	Roll No.	School.	Parish.	How vested.
Cavan, . . .	24	3514	Ballinboro' Model, i.	Ballinborough, . . .	V.C.
Tipperary, . . .	53	5635	Clonmel, . . .	Clonmel, . . .	V.C.
Kildare, . . .	44	6615	Athy, . . .	St. Michael's, . . .	V.C.
Kilkenny, . . .	47	6983	Kilkenny, . . .	St. Patrick's, . . .	V.C.
King's, . . .	36	7251	Parsonstown, . . .	Birr, . . .	V.C.
Meath, . . .	29	5631	Trim, . . .	Trim, . . .	V.C.
Do., . . .	-	5632	Do., . . .	Do., . . .	V.C.
Wexford, . . .	50	7736	Ennisceorthy, . . .	St. Mary's (Ennisceorthy),	V.C.
Galway, . . .	34	6214	Galway, . . .	Rahoon, . . .	V.C.

* The Roll number of the Infant Department of Dunmanway Model School was cancelled.

II.—LIST of THREE HUNDRED and TWENTY-EIGHT VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1887.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
ULSTER.								
Antrim.	3	Billy.	13455	Ballylough.	Special plan for	120	V.C.	
"	4	Racran.	13188	Broughshane.	m. 150	150	V.T.	
"	-	Do.	13189	Do.	f. -	150	V.T.	
"	7	Flinvey.	13320	St. Columba's.	50	50	V.C.	
"	8	Stankill.	13275	Old Park-road.	m. }		V.C.	
"	-	Do.	13276	Do.	f. }	650	V.C.	
"	8a	Tickmacrevan.	13549	Seaview.	m. 100	-	V.T.	
"	-	Do.	13550	Do.	f. -	100	V.T.	
Armagh.	11	Seagoe.	13450	Edenderry.	Special plan for	400	V.C.	
"	-	Do.	13491	Do.	inf. }		V.C.	
"	-	Shankill.	13238	Queen-street, Lurgan.	100	100	V.T.	
"	-	Do.	13423	Hill-street, do.	m. }		V.T.	
"	-	Do.	13424	Do.	f. }	200	V.T.	
"	16	Ballymore.	13112	Tandergree.	m. 100	-	V.T.	
"	-	Do.	13113	Do.	f. -	100	V.T.	
"	-	Li-nadill.	13181	Cassell's.	60	40	V.C.	
"	19	Kilheavy.	13457	Lower Adaville.	30	30	V.T.	
"	25	Craggan.	12973	Cragganaduff.	60	40	V.T.	
Cavan.	23	Anagh.	13323	Belturbet Convent.	Special plan for	150	V.T.	
"	-	Ballintemple.	12913	Waterghy.	m. 60	-	V.T.	
"	-	Do.	12919	Do.	f. -	60	V.T.	
"	-	Drumshanbo.	13132	Clonosee.	60	60	V.T.	
"	-	Do.	13259	St. Joseph's, Lough-duff.	m. 150	-	V.T.	
"	-	Do.	13260	Do.	f. -	150	V.T.	
"	-	Do.	13425	Kilcoy.	m. 150	-	V.T.	
"	-	Do.	13426	Do.	f. -	150	V.T.	
"	24	Shercock.	12812	Nolagh.	60	40	V.T.	
"	31	Kilmore.	13477	Drumcree.	60	60	V.T.	
"	-	Laragh.	13458	Laragh.	m. 120	-	V.T.	
"	-	Templeport.	13431	Tullynasen.	60	60	V.T.	
Down.	1	Inniskel.	13563	Kilkenny.	50	50	V.T.	
"	-	Tullynasen.	13133	Illy.	60	60	V.T.	
"	2	Lower Fahan.	13221	Kinnego.	60	40	V.T.	
"	5	Down.	13562	Nuala.	m. }		V.T.	
"	-	Glencolumbkille.	13055	Cashel.	Special plan for	100	V.T.	
"	-	Do.	12118	Loughbecker.	40	20	V.T.	
"	-	Inniskel.	13286	Clegher.	40	35	V.T.	
"	6	Stranorlar.	13367	Stranorlar.	m. }		V.T.	
"	-	Do.	13368	Do.	f. }		V.T.	
"	-	Do.	13369	Do.	inf. }	338	V.T.	

II.—List of THREE HUNDRED and TWENTY-EIGHT VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1887—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			New vested.			
					Males.	Females.	Total.				
ULSTER—cont.											
Down,	9	Hillbars', . . .	13219	Dowishire, . . .	Special	plan for	250	{ V.E.			
"	"	Do.	13220	Do.			"		100	100	{ V.C.
"	10	Banpet, . . .	13428	Do.			"		100	100	
"	"	Do.	13429	Do.	"	"	"	V.C.			
"	"	lunkshargy, . .	13180	Blackhall-street, Kir-	"	"	"	V.E.			
"	19	Kilbroney, . . .	13552	cubbin,	60	40	100	V.E.			
"	"	"	"	Rosnevor, . . . m.	Special	plan for	150	V.E.			
Fermanagh,	13	Eamiskillen, . .	12417	Gloss,	60	40	100	V.E.			
"	"	Do.	13401	Eamiskillen Convent, .	"	400	400	V.E.			
"	"	Do.	13406	Malnaska, . . .	60	60	120	V.E.			
"	31	Kilawley, . . .	13524	Aughakillymunde, m.	75	"	75	V.E.			
"	"	Do.	13525	Do.	"	75	75	V.E.			
Londonderry,	3	Kilbown, . . .	13293	Kilbown, . . . m.	Special	plan for	300	{ V.E.			
"	"	Do.	13294	Do.			"		"	"	{ V.E.
"	"	Coleraine, . . .	13488	St. Malachy's, . . m.			100		100	100	
"	"	Do.	13489	Do.	"	100	100	V.E.			
"	"	Canus Juxta Bann,	13518	Richardson Memo-	Special	plan for	300	{ V.E.			
"	"	"	"	rial, . . . m.			"		"	"	{ V.E.
"	"	Do.	13519	Do.			"		"	"	
"	7	Magherafelt, . .	13070	King-street, Maghera-	"	"	"	V.E.			
"	"	"	"	felt, . . . m.	100	—	100	V.E.			
"	"	Do.	13071	Do.	"	100	100	V.E.			
"	"	Desertmartin, . .	13399	Desertmartin, . . .	60	60	120	V.E.			
"	"	Desertlynn, . . .	13400	Car daisy Glen, . .	50	50	100	V.E.			
"	"	Maghera,	13472	Rocktown,	40	35	75	V.E.			
Tyrone,	6	Badoney, Lower, .	13398	Crook,	60	60	120	V.E.			
"	14	West Langfield, .	13258	Willmount,	60	40	100	V.E.			
"	"	Drumagh,	13346	Tuttyrallagh, . . .	50	50	100	V.E.			
"	15	Drumglass, . . .	13232	Anno-street, Dungan-	"	"	"	V.E.			
"	"	"	"	nos,	60	60	120	V.E.			
"	"	Kilbress,	13241	Kilbreenan,	60	60	120	V.E.			
"	"	"	13388	Kilbress,	50	50	100	V.E.			
"	"	Pomeroy,	13474	Galbally, . . . m.	Special	plan for	150	{ V.E.			
"	"	Do.	13475	Do.			"		"	"	
MUNSTER.											
Clare,	42	Inchicorena, . . .	13200	Drumhaniffe, . . .	40	35	75	V.E.			
"	"	Glenarragh, . . .	13379	Fasora,	60	60	120	V.E.			
"	45	Kilnashill, . . .	13351	Clungalah, . . . m.	Special	plan for	150	{ V.E.			
"	"	Do.	13352	Do.			"		"	"	
"	"	Kilrush,	13374	Kilrush Convent, . .	Special	plan for	400	V.E.			
"	"	Kilbreen,	13393	Laherbecra, . . . m.	90	—	90	V.E.			
"	"	Do.	13394	Do.	"	90	90	V.E.			
"	"	Ballyea,	13418	Ballyea, . . . m.	75	—	75	V.E.			
"	"	Do.	13419	Do.	"	75	75	V.E.			
"	"	Kilbenny M'Mahon, .	13478	Drumglass, . . . m.	100	—	100	V.E.			
"	"	Do.	13479	Do.	"	100	100	V.E.			
"	"	Inagh,	13441	Gordilafarn, . . . m.	75	—	75	V.E.			
"	"	Do.	13442	Do.	"	75	75	V.E.			
"	"	Tomellogh, . . .	13561	Ballyear,	80	50	60	V.E.			
Cork,	48	Kilbreenan, . . .	12990	Kilbreenan, . . . m.	100	—	100	V.E.			
"	"	Do.	12991	Do.	"	100	100	V.E.			
"	55	Kilnashill, . . .	13192	Kilbreenan, . . . m.	60	40	100	V.E.			
"	"	Do.	13286	Tirelton,	100	—	100	V.E.			
"	"	Do.	13287	Do.	"	100	100	V.E.			
"	56	Mourne Abbey, . .	13488	Analeatha, . . .	60	60	120	V.E.			
"	58	Cahernagh, . . .	13085	Dromora, . . . m.	150	—	150	V.E.			
"	"	Do.	13086	Do.	"	150	150	V.E.			
"	"	Kilnashill, . . .	13099	Recatrisk,	60	40	100	V.E.			
"	"	Do.	13138	Dursey Island, . .	40	35	75	V.E.			

II.—List of THREE HUNDRED and TWENTY-EIGHT VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1887—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.	
					Males.	Females.	Total.		
MUNSTER—con.									
Cork,	58	Inchigea,	13211	Ballingeary,	f.	—	120	120	V.T.
"	"	Kilnashanagh,	13249	Cahernore,	m.	100	—	100	V.C.
"	"	Do.	13250	Do.	f.	—	100	100	V.C.
"	"	Caheragh,	13412	Killeanleigh,	m.	100	—	100	V.T.
"	"	Do.	13413	Do.	f.	—	100	100	V.T.
"	"	Kilmocossege,	13372	St. Patrick's Con.	m. i.	200	—	200	V.T.
"	59	Kilkeranmore,	13159	Lisavard,	m.	150	—	150	V.T.
"	"	Do.	13160	Do.	f.	—	150	150	V.T.
"	"	Fanlobus,	13243	Derrinachara,	m.	100	—	100	V.T.
"	"	Do.	13544	Do.	f.	—	100	100	V.T.
"	60	Kilquane,	13402	Knockraha,	m.	75	—	75	V.T.
"	"	Do.	13403	Do.	f.	—	75	75	V.T.
"	"	Clonmel,	13450	Norwood Convent,	m.	—	200	200	V.T.
"	"	Carrigaline,	13512	Carrigaline,	m.	150	—	150	V.T.
"	"	Do.	13513	Do.	f.	—	150	—	V.T.
"	61	Templemalins,	13125	Darara,	m.	150	—	150	V.C.
"	"	Do.	13126	Do.	f.	—	150	150	V.C.
"	"	Moyiddy,	13234	Cloghduv,	m.	150	—	150	V.C.
"	"	Do.	13235	Do.	f.	—	150	150	V.C.
"	"	Ballymadon,	13375	Crossmahon,	m.	75	—	75	V.T.
"	"	Do.	13376	Do.	f.	—	75	75	V.T.
Kerry,	59	Ballyesbury,	13279	Ballyesbury,	m.	100	—	100	V.T.
"	"	Do.	13280	Do.	f.	—	100	100	V.T.
"	"	Brosna,	13018	Brosna,	m.	Special plan for	300	300	V.T.
"	"	Do.	13019	Do.	f.				
"	"	Do.	13041	Knockbrack,	m.	Special plan for	250	250	V.T.
"	"	Do.	13042	Do.	f.				
"	"	Murhur,	13540	Murhur,	m.	200	—	200	V.C.
"	"	Do.	13541	Do.	f.	—	200	200	V.C.
"	54	Ballinvoher,	13504	Lougher,	m.	60	60	120	V.T.
"	"	Abbey Dorney,	13167	Ardahan,	m.	75	—	75	V.T.
"	"	Do.	13168	Do.	f.	—	75	75	V.T.
"	"	Kilcolman,	13431	Callinacree,	m.	100	—	100	V.C.
"	"	Do.	13432	Do.	f.	—	100	100	V.C.
"	"	Tralee,	13530	Mayderwell Convent,	m.	Special plan for	500	500	V.T.
"	57	Knockane,	13344	Brida,	m.				
"	"	Dromod,	12121	Derrisma,	m.	60	40	100	V.T.
"	"	Killarney,	13331	Killarney Convent,	m.	Special plan for	600	600	V.T.
"	"	Caher,	13542	Caheriveen do.,	m.				
"	"	Killaha,	13150	Knockane,	m.	60	60	120	V.C.
Limerick,	39	Abbeyfeale,	13461	Knocknana,	f.	—	60	60	V.T.
"	46	Galbally,	13235	Barna,	m.	100	—	100	V.T.
"	"	Do.	13236	Do.	f.	—	100	100	V.T.
"	"	Do.	13459	Lowtown,	m.	200	—	200	V.T.
"	"	Do.	13460	Do.	f.	—	200	200	V.T.
"	51	St. Mary's,	13400	St. Mary's Con. m. i.	m. i.	Special plan for	300	300	V.T.
"	52	Mahoonagh,	13267	Feochanagh,	m.				
"	"	Do.	13268	Do.	f.	—	100	100	V.T.
Tipperary,	36	Templemore,	13247	Templemore,	m. inf.	Special plan for	310	310	V.T.
"	"	Do.	13248	Do.	m. inf.				
"	"	Borrisokane,	13371	Borrisokane Convent,	m.	Special plan for	250	250	V.T.
"	46	Deon,	13529	Commonline,	m.				
"	47	Ballingarry,	13210	Ballingarry,	m.	60	40	100	V.T.
"	53	Fethard,	13014	Fethard Monastery,	m.	Special plan for	200	200	V.T.
"	"	Knockgraffon,	13404	New Inn Convent,	f.				
Waterford,	49	Kill St. Nicholas,	13240	Ballyglen,	m.	60	40	100	V.T.
"	"	Stradally,	13220	Stradally Convent,	m.	Special plan for	200	200	V.T.
"	"	St. John's Without,	13225	St. Joseph's m. inf. Convent,	m. inf.				

II.—List of THREE HUNDRED and TWENTY-EIGHT VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1887—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
LIMERICK.								
Carlow, . . .	44	Tullow, . . .	13507	Tullow Convent, . . .	Special	plan for	300	V.T.
" . . .	"	Cloonsra, . . .	13508	Cloonsra, . . . m.	100	—	100	V.C.
" . . .	"	Do.	13509	Do. f.	—	100	100	V.C.
Dublin, . . .	37	Rathcoole, . . .	13217	Rathcoole, . . . m.	75	—	75	V.T.
" . . .	"	Do.	13218	Do. f.	—	75	75	V.T.
" . . .	"	Lucan,	13447	Lucan Convent, . . .	Special	plan for	400	V.T.
Kildare, . . .	44	Kilberry, . . .	13165	Kilberry,	40	35	75	V.T.
" . . .	"	Counell,	13359	Athgarvan,	60	60	120	V.T.
" . . .	"	St. Michael's, . .	13373	St. Michael's Convent,	Special	plan for	500	V.T.
Kilkenny, . . .	47	St. Patrick's, . .	13365	St. Patrick's, . . . m.	150	—	150	V.T.
" . . .	"	Kilmadum, . . .	13510	Ballyfoyle, . . . m.	100	—	100	V.T.
" . . .	"	Do.	13511	Do. f.	—	100	100	V.T.
" . . .	49	Derryahineh, . .	13028	Castlegrace,	60	40	100	V.T.
" . . .	"	Cloggan,	13333	Tubrid, m.	100	—	100	V.T.
" . . .	"	Muckator,	13448	Harristown, . . . m.	60	—	60	V.T.
" . . .	"	Cloggan,	13334	Tubrid, f.	—	100	100	V.T.
" . . .	"	Muckator,	13449	Harristown, . . . f.	—	60	60	V.T.
" . . .	"	Cloonsra,	13420	Cloonsra, . . . m.	60	—	60	V.T.
" . . .	"	Do.	13421	Do. f.	—	60	60	V.T.
King's, . . .	36	Wherry,	13974	Leamore,	60	60	120	V.T.
" . . .	"	Gallen,	13117	Gallen,	40	35	75	V.T.
" . . .	"	Tinsaran,	13191	High-street, . . . m.	100	—	100	V.T.
" . . .	"	Do.	13192	Do. f.	—	100	100	V.T.
" . . .	"	Reynagh,	13593	St. Reynagh's Convent,	—	300	300	V.T.
" . . .	"	Ettagh,	13504	Coolberry, . . . m.	75	—	75	V.T.
" . . .	"	Do.	13505	Do. f.	—	75	75	V.T.
" . . .	41	Kilbride,	13118	Glara Convent, . . .	Special	plan for	400	V.T.
" . . .	"	Durrow,	13494	Durrow, m.	75	—	75	V.T.
Longford, . . .	27	Rathcline, . . .	13320	Fernseyle, . . . m.	75	—	75	V.T.
" . . .	"	Do.	13321	Do. f.	—	75	75	V.T.
" . . .	28	Columbkille, . .	13283	St. Patrick's, . . . m.	100	—	100	V.T.
" . . .	"	Do.	13284	Do. f.	—	100	100	V.T.
" . . .	"	Killoe,	13305	Grainue, m.	100	—	100	V.T.
" . . .	"	Do.	13306	Do. f.	—	100	100	V.T.
" . . .	"	Do.	13438	Decoros,	60	60	120	V.T.
" . . .	"	Killashoe, . . .	13556	Clondara,	60	60	120	V.T.
Meath, . . .	29	Dunshaughlin, . .	12492	Dunshaughlin, . . m.	Special	plan for	200	V.T.
" . . .	"	Do.	12493	Do. f.				V.T.
Queen's, . . .	41	Ballyroan, . . .	12979	Ballyroan,	60	40	100	V.T.
" . . .	"	Clonsagh,	13543	Coote-street Convent,	Special	plan for	150	V.T.
" . . .	"	Borris,	13386	Maryboro' do, . . .	Special	plan for	230	V.T.
Westmeath, . .	33	Ballymore, . . .	12943	Ballymore, . . . m.	150	—	150	V.T.
" . . .	"	Do.	12944	Do. f.	—	150	150	V.T.
" . . .	"	Ballyloughloe, . .	13560	Mount Temple, . . m.	110	—	110	V.T.
" . . .	"	Do.	13561	Do. f.	—	110	110	V.T.
" . . .	35	St. Mary's, . . .	13417	St. Mary's Convent, .	Special	plan for	300	V.T.
Wexford, . . .	50	Ferna,	13266	Ferna, m.	150	—	150	V.T.
" . . .	"	Do.	13267	Do. f.	—	150	150	V.T.
" . . .	"	Ballynashard, . .	13299	Glanbrian, . . . m.	60	—	60	V.T.
" . . .	"	Do.	13300	Do. f.	—	60	60	V.T.
" . . .	"	Monamolin, . . .	13335	Court,	60	60	120	V.T.
Wicklow, . . .	40	Rathnew,	13506	Rathnew,	Special	plan for	110	V.T.
" . . .	50	Ballintemple, . .	13224	Ballintemple, . . .	60	40	100	V.T.

II.—List of THREE HUNDRED and TWENTY-EIGHT VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1887—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.	
					Males.	Females.	Total.		
CONNAUGHT.									
Galway.	32	Boynagh.	12711	Cashel.	m.	75	-	75	V.T.
"	"	Do.	12712	Do.	f.	-	75	75	V.T.
"	"	Templetogether.	13244	Polredmond.	m.	150	-	150	V.T.
"	"	Do.	13245	Do.	f.	-	150	150	V.T.
"	"	Do.	13341	Lestra.	m.	100	-	100	V.T.
"	"	Ross.	13305	Cluinabroon.	m.	30	30	60	V.T.
"	"	Templetogether.	13359	Ballyroe.	m.	100	-	100	V.T.
"	"	Do.	13560	Do.	f.	-	100	100	V.T.
"	34	Inishmaan.	12338	Inishmaine.	m.	75	-	75	V.T.
"	"	Do.	12339	Do.	f.	-	75	75	V.T.
"	"	Ballinacree.	13076	Dunloughan.	m.	60	40	100	V.T.
"	"	Inishmore.	12342	Creggaroon.	m.	60	60	120	V.T.
"	"	Killmor Daly.	13147	Brackloon.	m.	60	60	120	V.T.
"	"	Killannin.	13148	Tully.	m.	75	-	75	V.T.
"	"	Do.	13149	Do.	f.	-	475	75	V.T.
"	"	Owey.	13190	Cliffen Convent.	m.	-	400	400	V.T.
"	"	Killmor Daly.	13205	Clonagh.	m.	40	20	60	V.T.
"	"	Moyrus.	13307	Loughconneen.	m.	60	40	100	V.T.
"	"	Inishboe.	13322	Inishboe.	m.	75	-	75	V.T.
"	"	Do.	13323	Do.	f.	-	75	75	V.T.
"	"	Oranmore.	13365	Oranmore Convent.	Special	plan for	-	174	V.T.
"	"	Moyrus.	13411	Carna.	m.	120	-	120	V.T.
"	"	Moycullen.	13415	Teorany.	m.	50	50	100	V.T.
"	"	Kilcummin.	13416	Lattermillan Island.	m.	60	60	120	V.T.
"	"	Killannin.	13526	Tierney.	m.	75	-	75	V.T.
"	"	Do.	13527	Do.	f.	-	75	75	V.T.
"	"	Do.	13528	Drum.	m.	50	50	100	V.T.
"	35	Clonkeen.	13304	Gurteen.	m.	60	60	120	V.T.
"	"	Abbeygormacan.	13349	Coolagh.	m.	50	50	100	V.T.
"	"	Bullaun.	13432	Bullaun.	m.	50	50	100	V.T.
"	"	Kilcummin.	13459	Oughtersand Convent.	Special	plan for	-	336	V.T.
"	42	Kilmacduagh.	13203	Gort Convent.	Special	plan for	-	400	V.T.
Leitrim.	12	Killasset.	13345	Glencar.	m.	40	35	75	V.T.
"	"	Clonclara.	13456	Meenymore.	m.	40	35	75	V.T.
"	22	Killogherbert.	12940	Carrick-on-Shan, Convent.	m.	-	400	400	V.T.
"	31	Clonoe.	13446	Ardloher.	m.	50	50	100	V.T.
Mayo.	20	Kilcommon Erris.	13222	Glencastle.	m.	60	60	120	V.T.
"	"	Moygownagh.	13225	Carn.	m.	60	60	120	V.T.
"	"	Kilcommon.	13331	Glencullen.	m.	30	30	60	V.T.
"	"	Lackan.	13467	Heathfield.	m.	40	35	75	V.T.
"	"	Kilbride.	13476	Kilbride.	m.	50	50	100	V.T.
"	"	Kilcommon.	13333	Shra.	m.	60	60	120	V.T.
"	"	Kilmore Erris.	13384	Inniskeen.	m.	30	30	60	V.T.
"	21	Kilbeagh.	12809	Toanree.	m.	100	-	100	V.T.
"	"	Do.	12810	Do.	f.	-	100	100	V.T.
"	"	Do.	12905	Glenn.	m.	100	-	100	V.T.
"	"	Do.	12996	Do.	f.	-	100	100	V.T.
"	"	Kilmovee.	13050	Kilmovee (1).	m.	150	-	150	V.T.
"	"	Do.	13031	Do. (1).	f.	-	150	150	V.T.
"	"	Do.	13151	Glencroan.	Special	plan for	-	90	V.T.
"	"	Castlemore.	13278	Tandragee.	m.	100	-	100	V.T.
"	"	Do.	13279	Do.	f.	-	100	100	V.T.
"	"	Kilbeagh.	13297	Roskeel.	m.	100	-	100	V.T.
"	"	Do.	13298	Do.	f.	-	100	100	V.T.
"	"	Do.	13437	Lecarrow.	m.	60	60	120	V.T.
"	"	Kilconuff.	13389	Brookloon.	m.	150	-	150	V.T.
"	"	Do.	13390	Do.	f.	-	150	150	V.T.
"	"	Kilmovee.	13331	Kilnelly.	m.	200	-	200	V.T.
"	"	Do.	13332	Do.	f.	-	200	200	V.T.
"	26	Rosslea.	12338	Rosslea.	m.	100	-	100	V.T.
"	"	Do.	12339	Do.	f.	-	100	100	V.T.
"	"	Burrisheale.	13093	Kilmore.	f.	-	75	75	V.T.

II.—List of THREE HUNDRED and TWENTY-EIGHT VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1887—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			How voted.
					Males.	Females.	Total.	
CONNAUGHT—CON.								
Mayo.	26	Turlough.	13115	Park.	150	—	150	V.T.
		Do.	13116	Do.	—	150	150	V.T.
		Kilgoover.	13174	St. Columba's, Innisturk	40	20	60	V.T.
		Turlough.	13175	Carnas.	100	—	100	V.T.
		Do.	13176	Do.	—	100	100	V.T.
		Kildacommage.	13182	Keelogue.	150	—	150	V.T.
		Do.	13183	Do.	—	150	150	V.T.
		Aglish.	13202	Aglish.	—	100	100	V.T.
		Ballyhane.	13251	St. Bridget's.	—	100	100	V.T.
		Killedan.	13281	Treenaglesragh.	100	—	100	V.T.
		Do.	13282	Do.	—	100	100	V.T.
		Kilgoover.	13311	St. Patrick's, Clare Island.	40	35	75	V.T.
		Ballyhane.	13444	St. Mary's.	100	—	100	V.T.
		Do.	13445	Do.	—	100	100	V.T.
		Killedan.	13451	Cashack.	Special plan for		250	{ V.T.
		Do.	13452	Do.				
		Ballintubber.	13468	Deereendadberg.	75	—	75	V.T.
		Do.	13470	Do.	—	75	75	V.T.
		Tonaghty.	13500	Ballyglass.	Special plan for		200	{ V.T.
		Do.	13501	Do.				
		Killedan.	13533	Lisluiff.	Special plan for		300	{ V.T.
		Do.	13534	Do.				
		Ballintubber.	13535	Kilavalla.	120	—	120	V.T.
		Kilmacassar.	13555	Fahy.	75	—	75	V.T.
		Do.	13556	Do.	—	75	75	V.T.
		Islandeady.	13557	Letter, St. Joseph's.	60	—	60	V.T.
		Do.	13558	Do.	—	60	60	V.T.
		Aglish.	13547	St. Patrick's.	Special plan for		400	{ V.T.
		Kilmeena.	13557	Oullemore.				
		Barrishoole.	13370	Lettermoghera.	30	30	60	V.T.
		Achill.	13409	Deough.	100	—	100	V.T.
		Do.	13410	Do.	—	100	100	V.T.
	32	Kilmalemore.	13263	Kilmale.	150	—	150	V.T.
		Do.	13264	Do.	—	150	150	V.T.
		Ballinrobe.	13502	Ballinrobe Convt.	Special plan for		400	{ V.T.
		Anagh.	13545	St. James's.				
		Do.	13546	Do.	—	100	100	V.T.
		Cromboyne.	13348	Scelia.	—	75	75	V.T.
Roscommon.	21	Castlemore.	13430	St. Joseph's.	60	60	120	V.T.
	22	Boyle.	12778	Tawnytasikin.	60	60	120	V.T.
		Kilroan.	13143	Mount Allen.	100	—	100	V.T.
		Do.	13144	Do.	—	100	100	V.T.
		Killamed.	13468	Killamed.	60	60	120	V.T.
		Killakin.	13492	Croghan.	75	—	75	V.T.
		Do.	13493	Do.	—	75	75	V.T.
	27	Kilkeevin.	13193	St. Anne's Convt.	Special plan for		400	{ V.T.
		Foerty.	13262	Cleaverhill.				
		Termonbarry.	13498	Cloosower.	100	—	100	V.T.
		Do.	13514	Do.	—	100	100	V.T.
Sligo.	5	Rosniver.	13200	Drummons.	60	40	100	V.T.
	12	St. John's.	13240	St. Patrick's Convt.	Special plan for		900	{ V.T.
		Kilvaret.	13277	Ballinacarrow.				
	20	Kilmactigue.	13242	Castlerock.	75	—	75	V.T.
		Do.	13243	Do.	—	75	75	V.T.
	21	Do.	13321	Delmba.	150	—	150	V.T.
		Do.	13522	Do.	—	150	150	V.T.
	23	Killarnight.	12767	Clonlea.	75	—	75	V.T.
		Do.	12768	Do.	—	75	75	V.T.
		Kilmorgan.	13201	Drinacormick.	40	35	75	V.T.
		Toomour.	13200	Drinacormick.	60	40	100	V.T.
		Tawnagh.	13315	Knockalassa.	60	60	120	V.T.

III.—LAST of ONE HUNDRED AND SIXTY-NINE BUILDING CASES brought into operation during 1887.

County.	District.	Roll No.	School.	Parish.	How voted.
Antrim,	3	12844	Knockahollet,	Loughgulle,	V.T.
"	4	13173	Killyree,	Dunaghy,	V.C.
"	8a	12967	Killrude,	Kilbride,	V.C.
"	9	12950	Mahel-street,	Shankill,	V.C.
"	-	12951	Do. . . .	Do. . . .	V.C.
Armagh,	25	13226	Crossmaglen,	Creggan,	V.T.
Cavan,	23	13058	Crosserlough,	Crosserlough,	V.T.
"	-	13059	Do. . . .	Do. . . .	V.T.
"	-	13100	Drumkilly,	Do. . . .	V.T.
"	-	13101	Do. . . .	Do. . . .	V.T.
"	-	12941	Calfield,	Lamh,	V.T.
"	-	13017	Ardkilly,	Crosserlough,	V.T.
"	-	13106	Aughaconey,	Do. . . .	V.T.
"	-	13227	Drumree,	Do. . . .	V.T.
"	-	13228	Do. . . .	Do. . . .	V.T.
"	-	13035	Drumkeel,	Drumlane,	V.T.
"	-	13340	Killderry,	Crosserlough,	V.T.
"	-	13408	Aghakea,	Do. . . .	V.T.
"	20	13303	St. Patrick's,	Scrubby,	V.T.
"	-	13204	Do. . . .	Do. . . .	V.T.
Donegal,	1	13085	Carrigart,	Meavagh,	V.T.
"	2	13140	Aughacloy,	Glenties,	V.C.
Down,	19	13000	Katesbridge,	Drumballyroney,	V.C.
Fermanagh,	13	13135	Ashwood,	Enniskillen,	V.T.
"	-	12776	Carroo,	Kianwoy,	V.T.
Londonderry,	3	13006	Termoncree,	Drumacree,	V.T.
"	-	13007	Do. . . .	Do. . . .	V.T.
"	7	13069	Kilronaghan,	Kilronaghan,	V.C.
Monaghan,	18	12861	Drumneek,	Clontarf,	V.T.
"	-	12878	Do. . . .	Do. . . .	V.T.
Tyrone,	14	12924	Aughtaine,	Clogher,	V.T.
"	15	12777	Caledon-street,	Carntact,	V.T.
"	-	13008	Dunmore,	Kildress,	V.T.
"	-	13009	Do. . . .	Do. . . .	V.T.
Clare,	42	12907	Corofin,	Kilnaboy,	V.T.
"	-	12908	Do. . . .	Do. . . .	V.T.
"	-	13004	Fortune,	Tulla,	V.T.
"	-	13007	Drumcharley,	Do. . . .	V.T.
"	45	12843	Doonaha,	Moynata,	V.T.
"	-	13072	Knockerra,	Kilrush,	V.T.
"	-	13073	Do. . . .	Do. . . .	V.T.
Cork,	32	12999	Knockanebane,	Glentworth,	V.T.
"	58	12977	Lehanamore,	Kilnamanagh,	V.C.
"	-	12978	Do. . . .	Do. . . .	V.C.
"	-	12976	Derrycorin,	Kilnaskan,	V.C.
"	-	12985	Rossacahara,	Dunroo,	V.T.
"	-	12986	Do. . . .	Do. . . .	V.T.
"	-	13082	Whiddy Island,	Kilmoenagha,	V.T.
"	-	12849	Baltimore,	Tullagh,	V.T.
"	-	12850	Do. . . .	Do. . . .	V.T.
Kerry,	39	12744	Drumacrum,	Killary,	V.T.
"	-	12745	Do. . . .	Do. . . .	V.T.
"	-	12587	Coolard,	Galley,	V.T.
"	-	12588	Do. . . .	Do. . . .	V.T.
"	-	12864	Boulesshore,	Ballykeigue,	V.T.
"	-	12865	Do. . . .	Do. . . .	V.T.

III.—LIST of ONE HUNDRED AND SIXTY-NINE BUILDING CASES brought into operation during 1887—*continued.*

County.	District.	Roll No.	School.	Parish.	How tested.
Kerry,	.	39	13253 Ballybannon Convent,	Killebenny,	V.T.
		57	12875 Douglas, . . . m.	Killorglin,	V.G.
		—	12876 Do. . . . f.	Do.	V.G.
		—	13123 Knockema, . . . m.	Caher,	V.G.
		—	13124 Do. . . . f.	Do.	V.G.
		—	13051 Killarney Convent,	Killarney,	V.T.
		—	12834 Dungess, . . . m.	Killorglin,	V.G.
		—	12925 Do. . . . f.	Do.	V.G.
		—	12992 Glencultane, . . m.	Do.	V.G.
		—	12923 Do. . . . f.	Do.	V.G.
		—	13298 Geonana, . . . m.	Caher,	V.G.
		—	13289 Do. . . . f.	Do.	V.G.
Limerick,	.	46	13025 Kilfinane, . . . m.	Kilfinane,	V.T.
		—	13026 Do. . . . f.	Do.	V.T.
		—	13027 Do. . . . inf.	Do.	V.T.
		52	12785 Knocktoosh, . . m.	Killaghobolchane,	V.T.
		—	12786 Do. . . . f.	Do.	V.T.
		—	12975 St. Joseph's Inf. Conv.	Newcastle, West,	V.T.
		—	12631 Pallaskeyry, . . m.	Chapel Russel,	V.T.
		—	12632 Do. . . . f.	Do.	V.T.
		—	12912 Drumeeliber, . . m.	Drumeeliber,	V.T.
		—	12913 Do. . . . f.	Do.	V.T.
Tipperary,	.	36	12988 Clohinch, . . . f.	Temploderry,	V.T.
		53	13107 Carrick-on-Suir Conv.	Carrick,	V.T.
Dublin,	.	37	13086 St. Mary's, . . . m.	St. Peter's,	V.T.
		—	13087 Do. . . . f.	Do.	V.T.
		—	13088 Do. . . . inf.	Do.	V.T.
		—	13359 St. Andrew's, . . inf.	St. Andrew's,	V.T.
Kildare,	.	37	12998 Timahoe, . . .	Timahoe,	V.T.
		49	13033 Kilmacollivor, . . m.	Tallahought,	V.T.
Kilkenny,	.	—	13034 Do. . . . f.	Do.	V.T.
		35	13060 Bloomhill, . . .	Clonmacnoise,	V.T.
Longford,	.	28	12307 Fardreals, . . . m.	Killoe,	V.T.
		—	12598 Do. . . . f.	Do.	V.T.
		—	12930 Gurteen, . . .	Shrule,	V.T.
		—	12942 St. Joseph's Convent,	Templemichael,	V.T.
		—	12736 Bonlaby, . . .	Granard,	V.T.
		—	13102 Brianstown, . . .	Clongesh,	V.T.
Meath,	.	24	12897 Ughtynell, . . .	Meynalty,	V.T.
		29	12779 St. James's, . . . m.	Atboy,	V.T.
		—	12780 Do. . . . f.	Do.	V.T.
		—	12781 Do. . . . inf.	Do.	V.T.
		—	13283 Boyarstown, . . m.	Ardenacoman,	V.T.
Queen's,	.	41	12692 Killydooly, . . . m.	Donaghmore,	V.T.
		—	12693 Do. . . . f.	Do.	V.T.
		—	12934 Straboe, . . .	Straboe,	V.T.
		—	13158 Offelane, . . .	Offelane,	V.G.
		—	13173 Paddeck, . . .	Do.	V.T.
		—	13136 Callobill, . . . m.	Anghmacart,	V.T.
		—	13137 Do. . . . f.	Do.	V.T.
Westmeath,	.	33	12662 Glonidan, . . .	St. Mary's,	V.T.
		35	12994 St. Mary's Monastery,	Do.	V.T.
		41	12995 Rahagh, . . . m.	Rahagh,	V.T.
		—	12996 Do. . . . f.	Do.	V.T.

III.—LIST of ONE HUNDRED AND SIXTY-NINE BUILDING CASES brought into operation during 1887—continued.

County.	District.	Roll No.	School.	Parish.	How tested
Wexford,	50	12566	Wexford, (2)	St. John's,	V.T.
"	"	18156	Clearistown,	Kilmanman,	V.T.
Wicklow,	40	12246	Monestown,	Darrylough,	V.T.
Galway,	32	12089	Dalgia,	Adderagoole,	V.T.
"	"	18157	Miltown, f.	Liskeevy,	V.T.
"	"	12502	Caherlistrane, m.	Donaghpatrick,	V.T.
"	"	12503	Do, f.	Do,	V.T.
"	"	18155	Garrafrans, m.	Dunmore,	V.T.
"	"	18156	Do, f.	Do,	V.T.
"	34	18146	Myrish Island,	Moyrus,	V.T.
"	"	12340	Killeany,	Instimore,	V.T.
"	"	13342	Ouaght,	Do,	V.T.
"	"	13052	Renmore,	St. Nicholas,	V.T.
"	"	13378	Spiddal, m.	Moycullen,	V.T.
"	42	12618	Killina,	Kiavara,	V.C.
Lifftrim,	5	12005	Ahanlish,	Rosinver,	V.T.
"	12	12010	Kilmore, m.	Innismagragh,	V.T.
"	"	12011	Do, f.	Do,	V.T.
"	"	12072	Tullycavan,	Do,	V.T.
"	28	12738	Drumgownagh, m.	Cloone,	V.T.
"	"	12739	Do, f.	Do,	V.T.
"	31	12872	Drumhambo, m.	Killogher,	V.T.
"	"	12873	Do, f.	Do,	V.T.
"	"	12975	Finiskill,	Mohill,	V.T.
"	"	18122	Hollymount, Tullyvann,	Drumreilly,	V.T.
"	"	13332	Rossey,	Kiluhrid,	V.T.
"	"	13194	Carmongan,	Killogher,	V.T.
Mayo,	30	12958	Gensala,	Kilcommon,	V.T.
"	21	12057	Palmfield,	Kilbeagh,	V.T.
"	"	12732	Lislaugh, m.	Meelick,	V.T.
"	"	12733	Do, f.	Do,	V.T.
"	"	18142	Cross, m.	Kilcoleman,	V.T.
"	"	18143	Do, f.	Do,	V.T.
"	"	12895	Corthoon, m.	Kilbeagh,	V.T.
"	"	12896	Do, f.	Do,	V.T.
"	"	12936	Cleonlyon, m.	Do,	V.T.
"	"	12937	Do, f.	Do,	V.T.
"	"	18302	St. Francis Xavier's Conv.,	Kilcolman,	V.T.
"	"	12938	Tawnyinagh, m.	Kilbeagh,	V.T.
"	"	12939	Do, f.	Do,	V.T.
"	26	12689	Treenlaur,	Ballyveey,	V.T.
"	"	18177	St. Brigid's (Clare Isld),	Kilgeevan,	V.T.
"	"	18145	St. Columbkil's,	Anghaval,	V.T.
"	"	18152	St. Joseph's,	Ballybane,	V.T.
"	"	18178	Greenans,	Turlough,	V.T.
"	32	18153	Coolnafara, m.	Annagh,	V.T.
"	"	18154	Do, f.	Do,	V.T.
"	"	12983	Loughanamon, f.	Kilcolman,	V.T.
"	"	12816	Rockboro,	Ballinrobe,	V.T.
"	"	18062	Gortakehl,	Kilcommon,	V.T.
"	"	12954	Leshinch, f.	Kilcommon,	V.C.
Rooscommon,	21	18048	Liscaval, f.	Thobine,	V.T.
"	22	12959	Carrigeenree, m.	Boyle,	V.T.
"	"	12960	Do, f.	Do,	V.T.
"	"	18114	Cloosmagumane,	Breedogee,	V.T.
"	"	12917	Greagrafama,	Kilroman,	V.T.
"	27	12964	Ballymurry, m.	Kilmain,	V.T.
"	"	12965	Do, f.	Do,	V.T.
"	"	18163	Clooscollan,	Elphin,	V.T.

IV.—LIST of SIXTY-SIX NON-VESTED SCHOOLS taken into connexion during 1887.

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Association.
Antrim, . . .	9	13336	Victoria-place, . . i.	Shankill, . . .	Rev. Wm. Johnston, D.D.	Pres.
" . . .	8a	13354	Templepatrick (2), . .	Templepatrick, . .	Rev. Samuel Deacon, . .	E.C.
" . . .	8	13395	Mervue-street, . . .	Shankill, . . .	John Lepper, esq., . .	E.C.
" . . .	-	13484	Agnes-street Central, .	Do., . . .	Rev. Samuel McCamb, . .	Pres.
" . . .	-	13485	Do., . . .	Do., . . .	Do., . . .	Pres.
" . . .	9	13553	St. Bridget's, . . i.	Do., . . .	Rev. P. Conery, . . .	E.C.
Armagh, . . .	16	13387	Allister, . . .	Grange, . . .	Rev. W. G. Murphy, . .	E.C.
" . . .	11	13406	Portadown Convt., i.	Drumree, . . .	Mrs. M. E. Harbison, . .	R.C.
" . . .	25	13433	Creggawuff, . . .	Creggan, . . .	Rev. A. O'Toole, P.P., .	R.C.
" . . .	16	13413	Lisnalea, . . .	Forkhill, . . .	Rev. P. L. Jameton, . .	E.C.
" . . .	11	13497	Edgarstown (2), . . .	Drumree, . . .	Rev. Wm. Nicholas, M.A.	E.C.
" . . .	19	13515	Maghernahely, . . .	Killeary, . . .	Rev. Charles Quinn, P.P.	R.C.
" . . .	11	13516	Academy, . . .	Drumree, . . .	Rev. Robert Jeffrey, . .	Pres.
" . . .	16	13381	Mount Norris, . . .	Loughgilly, . . .	Hume Babington, esq., .	E.C.
" . . .	19	13547	Carrigoloughry, . . .	Belleek, . . .	Rev. J. Finlay, . . .	E.C.
Cavan, . . .	24	13440	Cabra, . . . m.	Kinniskoen, . . .	Mervyn Pratt, esq., D.L.	E.C.
Donegal, . . .	5	13355	Tamlaght, . . .	Templecora, . . .	Rev. J. McKenna, P.P., .	R.C.
" . . .	1	13362	Inishmeen Island, . .	Tullaghobegley, . .	Rev. Jas. M'Fadden, P.P.	R.C.
" . . .	2	13366	Glencrow, . . .	Merville, . . .	Rev. John Bell, . . .	Pres.
" . . .	5	13405	Inver, . . .	Inver, . . .	Rev. Thos. Butterford, .	Meth.
" . . .	6	13454	Cappry, . . .	Stranorlar, . . .	W. H. Porter, esq., . .	E.C.
" . . .	1	13471	Cashel (2), . . .	Kilmacremon, . . .	Edmd. Murphy, esq., J.P.	E.C.
Down, . . .	10	13355	Ballyhackamore (3), .	Holywood, . . .	Rev. John MacDermott, .	Pres.
" . . .	11	13363	Dunbar Memorial, . .	Seapatrik, . . .	Rev. C. H. Oiler, . . .	Ualt.
" . . .	-	13453	Kilmore, . . .	Shankill, . . .	John M'Con, esq., . . .	E.C.
" . . .	17	13494	Darragh Cross, . . .	Killiney, . . .	Rev. Marty Hamill, P.P.	R.C.
" . . .	9	13462	Blaris, . . .	Blaris, . . .	Rev. A. J. Moore, . . .	E.C.
" . . .	19	13572	St. Coleman's, . . i.	Kilkeel, . . .	Very Rev. B. Marner, D.D.	R.C.
" . . .	-	13414	Drumballyroney, . . .	Drumballyroney, . .	Rev. Robert Oswald, . .	E.C.
Fernsagh, . . .	14	13554	Dernaork, . . .	Drumkeeran, . . .	Rev. Canon J. B. Annesley.	E.C.
Londonderry, . .	2	13453	Lisnacroill, . . .	Clondermot, . . .	Mr. John Pinkerton, . .	Pres.
Monaghan, . . .	18	13339	Tyolland, . . .	Tyolland, . . .	Rev. James Wilson, . .	E.C.
" . . .	25	13395	Inishkeen, . . . m.	Inishkeen, . . .	Rev. John F. Maguire, . .	R.C.
" . . .	18	13485	Tattenslave, . . .	Aghaboy, . . .	Rev. Jno. Tierney, R.C.A.	R.C.
Tyrone, . . .	13	13377	Trillick, . . .	Kilskeery, . . .	Rev. Owen H. Philbin, . .	E.C.
" . . .	15	13564	Lisnarvary, . . .	Errigle Keerogee, . .	Rev. J. M. Mooney, LL.D.	E.C.
" . . .	-	13437	Loy Convent, . . .	Derrylorea, . . .	Rev. T. Canon Rice, P.P.	R.C.
Cork, . . .	48	13553	Castlemartyr, . . .	Ballyoughton, . . .	Very Rev. Canon Bolster, .	E.C.
" . . .	59	13422	Rosscarberry, . . .	Ross, . . .	Very Rev. J. M. Reeves, .	E.C.
" . . .	48	13437	St. Colman's, Cloyne, .	Cloyne, . . .	Very Rev. H. T. Fleming, .	E.C.
Kerry, . . .	57	13356	Emagbnamuck Temporary.	Price, . . .	Rev. A. W. Murphy, P.P., .	R.C.
Limerick, . . .	51	13380	Villiers, . . . f.	St. Michael's, . . .	Rev. Wm. J. Clarke, . .	E.C.
" . . .	52	13407	Rathkeale (5), . . .	Rathkeale, . . .	Rev. T. Groer, . . .	Meth.
Tipperary, . . .	36	13436	Terryglass, . . .	Terryglass, . . .	Rev. J. Kennedy, P.P., . .	R.C.
" . . .	-	13499	Corbally, . . .	Corbally, . . .	Rev. H. Fry, B.A., . . .	E.C.
Waterford, . . .	49	13566	St. Stephen's, . . .	St. Patrick and Stephen's.	Very Rev. J. A. Phelan, . .	R.C.
" . . .	48	13473	Dungarvan Convt. i.	Dungarvan, . . .	Mrs. M. A. O'Connor, . .	R.C.
Carlow, . . .	44	13562	Clonmore, . . .	Clonmore, . . .	Rev. Thos. Bryan, . . .	E.C.

IV.—LIST of SIXTY-SIX NON-VESTED SCHOOLS taken into connexion during 1887—continued.

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Denominations.
Dublin . . .	37	13337	Ralph Macklin, . f.	St. Anne's, .	R. H. Beauchamp, esq.,	E.C.
" . . .	40	13496	Bray Bridge, . f.	Old Connaught,	Rev. J. G. Scott, .	E.C.
Kildare, . .	37	13344	Leixlip (3), . .	Leixlip, . .	Rev. F. E. K. Bird, .	E.C.
Kilkenny, . .	47	13539	Newtown, . .	Earlstown, .	Rev. M. Howley, P.P.,	R.C.
" . . .	-	13538	Gowran (2), . .	Gowran, . .	Rev. R. F. Hewson, .	E.C.
Meath, . . .	28	13364	Ardbraccan, . .	Ardbraccan, .	Rev. Duncan J. Brownlow,	E.C.
" . . .	-	13496	Agher, . . .	Agher, . . .	Jas. S. Winter, esq., .	E.C.
Queen's, . .	41	13337	Portarlington, . f.	Lea, . . .	Rev. John F. Cole, .	E.C.
Wicklow, . .	44	13465	Knockanangan, .	Donaghmore, .	Rev. T. C. O'Connor, .	E.C.
" . . .	40	13551	Bromley, . . .	Kilcol, . . .	Gordon E. Temhe, esq.,	E.C.
Galway, . . .	34	13397	Banaskaniff, . .	Kilcummin, .	Rev. R. McDonagh, P.P.,	R.C.
" . . .	-	13598	Trabane, . . .	Killannin, .	Rev. Wm. Conway, P.P.,	R.C.
" . . .	-	13464	Muckhagh Island, .	Kilcummin, .	Rev. W. Nowell, P.P.,	R.C.
" . . .	-	13548	Killeen, . . .	Killannin, .	Rev. W. Conway, P.P.,	R.C.
Leitrim, . .	31	13463	Ronan, . . .	Cloone, . . .	Rev. W. W. Brady, P.P.,	R.C.
Mayo, . . .	26	13359	St. Brigid's Temporary.	Kilgeever, . .	Rev. Jas. J. Quinn, .	R.C.
" . . .	-	13517	St. Joseph's Convent,	Borrisheale, .	Mrs. Mary P. Callen, .	R.C.
Sligo, . . .	22	13365	Drummagranchy Temporary.	Keash, . . .	Rev. P. Scully, . .	R.C.

V.—GENERAL SUMMARY of OPERATION, BUILDING, and SUSPENDED SCHOOLS in connexion on 31st December, 1887.

County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.	County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.
Antrim, . . .	620	8	5	633	Kildare, . . .	104	3	4	111
Armagh, . . .	262	10	-	272	Kilkenny, . . .	180	10	6	196
Cavan, . . .	289	12	10	311	King's, . . .	314	9	3	326
Down, . . .	403	10	4	417	Longford, . . .	104	8	1	113
Duval, . . .	461	6	2	469	Louth, . . .	160	-	3	163
Fermanagh, . .	184	5	2	191	Meath, . . .	186	2	9	197
Londonderry, . .	287	11	3	301	Queen's, . . .	120	3	-	123
Monaghan, . . .	176	-	2	178	Westmeath, . . .	133	5	1	139
Tyrone, . . .	368	8	12	388	Wexford, . . .	160	5	6	171
Clare, . . .	233	14	5	252	Wicklow, . . .	114	2	1	117
Cork, . . .	729	31	10	770	Galway, . . .	394	32	12	438
Kerry, . . .	341	19	14	374	Leitrim, . . .	200	4	-	204
Limerick, . . .	255	8	-	263	Mayo, . . .	360	64	5	429
Tipperary, . . .	317	7	3	327	Roscommon, . . .	233	11	1	245
Waterford, . . .	132	3	3	138	Sligo, . . .	201	12	-	213
Carlow, . . .	75	3	-	78					
Dublin, . . .	377	3	5	385	Total, . . .	3,112	328	132	3,572

* Including amalgamated Model School Departments.

VI.—LIST of ONE HUNDRED and SEVENTY SCHOOLS, to which Building Grants were made during 1887.

County.	District.	Roll No.	School.	Parish.	How rated.
Anttrim,	3	13455	Ballylough,	Billy,	V.C.
"	7	13520	St. Columba's,	Finvoy,	V.C.
"	8A	13549	Seaview, m.	Tickmacrevan,	V.T.
"	-	13550	Do, f.	Do,	V.T.
Armagh,	11	13423	Hill-street, Lurgan, m.	Shankill,	V.T.
"	-	13424	Do, f.	Do,	V.T.
"	-	13430	Edonderry,	Seagee,	V.C.
"	-	13491	Do, l.	Do,	V.C.
"	19	13457	Lower Adavalle,	Killeavy,	V.T.
Cavan,	23	13340	Keilderry,	Crosserlough,	V.T.
"	-	13460	Aghakee,	Do,	V.T.
"	-	13425	Kilcoy, m.	Drumhamman,	V.T.
"	-	13426	Do, f.	Do,	V.T.
"	31	13431	Tallycassen,	Templeport,	V.T.
"	-	13453	Larab, m.	Larab,	V.T.
"	-	13477	Kilmore,	Kilmore,	V.T.
"	23	13523	Belturbet Convent,	Annagh,	V.T.
Donegal,	6	13357	Stranorlar, m.	Stranorlar,	V.T.
"	-	13363	Do, f.	Do,	V.T.
"	-	13369	Do, l.	Do,	V.T.
"	5	13382	Nuala, m.	Donegal,	V.T.
"	1	13363	Kilkenney,	Inishkeel,	V.T.
Down,	10	13428	Bangor, m.	Bangor,	V.C.
"	-	13429	Do, f.	Do,	V.C.
"	19	13552	Rundrevor, m.	Kilbroney,	V.T.
Fermanagh,	13	13401	Enniskillen Convent,	Enniskillen,	V.T.
"	-	13466	Mulnaska,	Do,	V.T.
"	31	13524	Aughakillymonde, m.	Kinawley,	V.T.
"	-	13525	Do, l.	Do,	V.T.
Londonderry,	7	13399	Desertmartin,	Desertman,	V.T.
"	-	13400	Carndaisy Glen,	Desertlynn,	V.T.
"	-	13472	Rocktown,	Maghera,	V.T.
"	3	13498	St. Malachy's, m.	Coleraine,	V.T.
"	-	13499	Do, f.	Do,	V.T.
"	-	13510	Richardson Memorial m.	Camus Juxta Bann,	V.T.
"	-	13519	Do, f.	Do,	V.T.
Tyrone,	14	13346	Tattysallagh,	Drumragh,	V.T.
"	15	13383	Strawmucklemartin,	Kildress,	V.T.
"	-	13474	Galbally, m.	Pomeroy,	V.T.
"	-	13475	Do, f.	Do,	V.T.
Clare,	45	13351	Clungulane, m.	Kilmibill,	V.T.
"	-	13352	Do, f.	Do,	V.T.
"	-	13374	Kilrush Convent,	Kilrush,	V.T.
"	42	13379	Fawers,	Glenarragh,	V.T.
"	45	13393	Labasheda, m.	Killofin,	V.T.
"	-	13394	Do, f.	Do,	V.T.
"	-	13418	Ballyrea, m.	Ballyrea,	V.T.
"	-	13419	Do, f.	Do,	V.T.
"	-	13473	Drumdigness, m.	Kilmurry M'Mahon,	V.T.
"	-	13479	Do, f.	Do,	V.T.
"	-	13441	Gorthlafarn, m.	Inagh,	V.T.
"	-	13442	Do, f.	Do,	V.T.
"	-	13561	Ballyear,	Tomsallough,	V.T.
Cork,	61	13375	Orosmahon, m.	Ballymahon,	V.T.
"	-	13376	Do, f.	Do,	V.T.
"	-	13402	Knockma, m.	Kilquane,	V.T.
"	-	13403	Do, f.	Do,	V.T.
"	58	13412	Killeenleigh, m.	Cubemagh,	V.T.
"	-	13413	Do, f.	Do,	V.T.

VI.—LIST of ONE HUNDRED and SEVENTY SCHOOLS, to which Building Grants were made during 1887—*continued.*

County.	District.	Roll No.	School.	Parish.	How vested	
Cork,	" " "	60	13450	Norwood Convent,	Clonmel,	V.T.
		66	13483	Analeenba, . . .	Mourne Abbey,	V.T.
		60	13512	Carrigaline, . . m.	Carrigaline,	V.T.
		-	13513	Do. f.	Do.	V.T.
		59	13543	Derrinacshara, . m.	Faalebus,	V.T.
		-	13544	Do. f.	Do.	V.T.
"	"	58	13372	St. Patrick's, Con., m.i.	Kilmocsmoge,	V.T.
Kerry,	" " "	57	13381	Killarney Convent,	Killarney,	V.T.
		54	13481	Callinacorey, . . m.	Kilcolman,	V.C.
		-	13482	Do. f.	Do.	V.C.
		-	13539	Moyderwell Convent,	Tralee,	V.T.
		39	13549	Marhur, m.	Marhur,	V.C.
		-	13541	Do. f.	Do.	V.C.
"	"	57	13542	Caheriveen Convent,	Caher,	V.T.
Limerick,	" " "	46	13459	Lowtown, . . . m.	Galbally, . . .	V.T.
		-	13460	Do. f.	Do.	V.T.
		39	13461	Knocknanna, . . f.	Abbeyside,	V.T.
		51	13480	St. Mary's Convt., m.i.	St. Mary's,	V.T.
Tipperary,	" " "	36	13371	Borrisokane Convent,	Borrisokane,	V.T.
		53	13494	New Inn Convent, . f.	Knockgraffon,	V.T.
		46	13529	Commenaline,	Doon,	V.T.
Carlow,	" " "	44	13507	Tullow Convent,	Tullow,	V.T.
		-	13508	Clonmore, . . . m.	Clonmore,	V.C.
		-	13509	Do. f.	Do.	V.C.
Dublin,	" " "	37	13358	St. Andrew's, . . inf.	St. Andrew's,	V.T.
		-	13447	Lucan Convent,	Lucan,	V.T.
Kildare,	" " "	44	13350	Athcarvan, . . .	Connell,	V.T.
		-	13373	St. Michael's Convent,	St. Michael's,	V.T.
Kilkenny,	" " "	49	13333	Cloghah, m.	Tubrid,	V.T.
		-	13448	Haristown, . . . m.	Muckalee,	V.T.
		-	13449	Do. f.	Do.	V.T.
		-	13334	Cloghah, f.	Tubrid,	V.T.
		-	13420	Clonmore, . . . m.	Clonmore,	V.T.
		-	13421	Do. f.	Do.	V.T.
		47	13310	Ballyfoyle, . . . m.	Kilmadum,	V.T.
		-	13511	Do. f.	Do.	V.T.
King's,	" " "	41	13494	Durrow, m.	Durrow,	V.T.
		36	13503	St. Renagh's Convent,	Reynagh,	V.T.
		-	13504	Coolberry, . . . m.	Eatingh,	V.T.
		-	13505	Do. f.	Do.	V.T.
Longford,	" " "	23	13438	Deerac,	Killac,	V.T.
		-	13536	Clondara,	Killashoe,	V.T.
Queen's,	" " "	41	13343	Coste-street Convent,	Clonacagh,	V.T.
		-	13386	Maryboro' Convent,	Borris,	V.T.
Westmeath,	" " "	33	13360	Mount Temple, . m.	Ballyloughree,	V.T.
		-	13361	Do. f.	Do.	V.T.
		35	13417	St. Mary's Convent,	St. Mary's,	V.T.
Wexford,	" " "	50	13335	Court,	Monamolin,	V.T.
Wicklow,	" " "	40	13306	Rathnew,	Rathnew,	V.T.
Galway,	" " "	32	13341	Leatra, m.	Templetober,	V.T.
		-	13342	Do. f.	Do.	V.T.
		35	13349	Coolagh,	Abbeyside,	V.T.

VI.—LIST of ONE HUNDRED and SEVENTY SCHOOLS, to which Building Grants were made during 1887—*continued.*

County.	District.	Roll No.	School.	Parish.	How vested
Galway,		34	13365	Oranmore Convent,	Oranmore, V.T.
"		"	13373	Spóidéal, m.	Moycullen, V.T.
"		32	13385	Chunbroon,	Ross, V.T.
"		34	13411	Carna, m.	Moyrus, V.T.
"		"	13415	Tooreen,	Moycullen, V.T.
"		"	13416	Lettermullen Island, .	Kilcummin, V.T.
"		35	13432	Bullaun,	Bullaun, V.T.
"		"	13439	Oughtersand Convent,	Kilcummin, V.T.
"		34	13526	Tiernee, m.	Killanin, V.T.
"		"	13527	Do. f.	Do. V.T.
"		"	13528	Drin,	Do. V.T.
"		32	13559	Ballyree, m.	Templetoagher, V.T.
"		"	13590	Do. f.	Do. V.T.
Leitrim,		31	13446	Ardeber,	Cloona, V.T.
"		"	13332	Rossy,	Kiltabrid, V.T.
"		12	13456	Meenymore,	Cloonolave, V.T.
"		"	13345	Glencar,	Killasset, V.T.
Mayo,		21	13437	Locharrow,	Kilheagh, V.T.
"		25	13444	St. Mary's, m.	Ballybume, V.T.
"		"	13445	Do. f.	Do. V.T.
"		"	13451	Canbrook, m.	Killedan, V.T.
"		"	13452	Do. f.	Do. V.T.
"		30	13457	Heathfield,	Lackan, V.T.
"		"	13331	Glencullen,	Kilcummon, V.T.
"		26	13469	Desmondaforg, . . m.	Ballintubber, V.T.
"		"	13470	Do. f.	Do. V.T.
"		20	13476	Kilbride,	Kilbride, V.T.
"		26	13500	Ballyglass, m.	Tonaghty, V.T.
"		"	13501	Do. f.	Do. V.T.
"		32	13502	Ballinrobe Convent,	Ballinrobe, V.T.
"		26	13533	Lisdoon, m.	Killedan, V.T.
"		"	13534	Do. f.	Do. V.T.
"		"	13535	Kilavalla, m.	Ballintubber, V.T.
"		32	13545	St. James's, m.	Annagh, V.T.
"		"	13546	Do. f.	Do. V.T.
"		26	13555	Faby,	Kilmacassar, V.T.
"		"	13556	Do. f.	Do. V.T.
"		"	13557	Letter, St. Joseph's, m.	Lalandeady, V.T.
"		"	13558	Do. f.	Do. V.T.
"		"	13347	St. Patrick's, m.	Aglish, V.T.
"		32	13348	Seefin, f.	Crossboyne, V.T.
"		26	13357	Cullenmore,	Kilmeena, V.T.
"		"	13370	Lettermoghara, . . .	Burrischoole, V.T.
"		20	13383	Shragh,	Kilcummon, V.T.
"		"	13384	Isanakea,	Kilmore Erris, V.T.
"		21	13389	Brookloon, m.	Kilconduff, V.T.
"		"	13390	Do. f.	Do. V.T.
"		"	13391	Kilkeally, m.	Kilmoores, V.T.
"		"	13392	Do. f.	Do. V.T.
"		26	13409	Deogagh, m.	Achill, V.T.
"		"	13410	Do. f.	Do. V.T.
Roscommon,		21	13430	St. Joseph's,	Castlemore, V.T.
"		22	13468	Killemod,	Killemod, V.T.
"		"	13492	Croghan, m.	Kilinkin, V.T.
"		"	13493	Do. f.	Do. V.T.
"		"	13498	Cloonfower,	Termenbarry, V.T.
"		28	13514	Do. f.	Do. V.T.
Sligo,		21	13321	Drinina, m.	Kilmotigue, V.T.
"		"	13522	Do. f.	Do. V.T.

VII.—LIST of FOURTEEN STRUCK-OFF SCHOOLS restored to Roll during 1887.

County.	Dist.	Roll No.	School.	Parish.
Antrim, . . .	7	4232	Geetfad,	Portglenona.
Do.	4	7953	Duncane,	Duncane.
Donegal, . . .	1	1968	Letter,	Kilmacrennan.
Do.	-	12851	Drumledge,	Leck.
Do.	5	6867	Drumgun,	Killymard.
Down,	19	2759	Anghnavallo,	Drumballyroney.
Do.	17	12726	Seaford,	Loughinisland.
Fermanagh, . .	31	11730	Geetaree,	Touragan.
Tyrone,	14	3823	Llanerieve,	Donaghewy.
Meath,	29	5297	Killallen, . . . m.	Killallen.
Wexford, . . .	59	4632	Clonkeen, . . . m.	Rosegarland.
Leitrim,	12	9193	Glackawn,	Innismagrath.
Roscommon, . .	27	11681	Cloverhill,	Fuerty.
Sligo,	22	10623	Derryknockeran, . . .	Killaraght.

VIII.—LIST of FOUR SUSPENDED SCHOOLS re-opened during 1887.

County.	Dist.	Roll No.	School.	Parish.
Tyrone,	15	4926	Drumcraw,	Derrylochan.
Cork,	60	12203	Ballinalough, . . . m.	St. Nicholas.
Kildare,	29	3427	Johnstown Bridge, . . m.	Cadamstown.
Galway,	34	10582	Geetmore, m.	Killemmin.

IX.—LIST of NINE SCHOOLS placed on the Suspended List in 1887.

County.	Dist.	Roll No.	School.	Parish.	How Vested.
Tyrone,	6	5616	Letterbratt,	Bodoney Upper, . . .	V.C.
"	15	419	Dunsmore,	Kildress,	V.T.
Kerry,	57	5148	Geraghsallagh,	Templence,	V.C.
"	54	9423	Spa, f.	Ballinahaglish, . . .	V.T.
"	57	1602	Geetaguillane,	Killarney,	V.T.
Cork,	69	12203	Ballinalough, . . . m.	St. Nicholas,	V.T.
Kildare,	37	5351	Abbey, f.	Donaghcumfer, . . .	V.C.
Wexford,	49	11595	Loftus Hall, f.	Hock,	V.T.
"	50	10730	Barntown,	Carrick,	V.T.

X.—LIST of ONE HUNDRED AND FIFTY-FIVE NON-VESTED SCHOOLS struck off the ROLLS during 1887.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Antrim,	8	3317	Knockshillet,	Longguile,	Superseded by 12044.
"	9	12226	St. Thomas, f.	Shankill,	Inoperative.
"	8	11502	Craig-street,	"	Permanently closed.
"	4	8822	Killyree,	Dunaghy,	Superseded by 13172.
"	8A	11326	Prospect,	St. Nicholas,	Inoperative.
"	9	6094	Fountain-lane, l.	Shankill,	Amalgamated with 2592.
"	4	13133	Killyree, (2)	Dunaghy,	Average insufficient.
"	8A	4920	Kilbride,	Kilbride,	Superseded by 12987.
"	4	7953	Dunane,	Dunane,	Average insufficient.
"	3	9030	Balsgor,	Billy,	"
Armagh,	25	11911	Crossmaglen, i.	Creggan,	Superseded by 13226.
Cavan,	23	2742	Cullow,	Crosserlough,	"
"	"	6440	Drumrilly, m.	"	13058-9.
"	"	6441	" f.	"	13100.
"	"	6875	Caldfield,	Laragh,	"
"	"	12252	Ardkell,	Crosserlough,	"
"	"	10492	Aughaconey,	"	"
"	"	6637	Drumron,	"	"
"	"	7042	" f.	"	"
"	28	4716	Scrubby, m.	Scrubby,	"
"	"	6393	" f.	"	"
"	23	4256	Drumkerl,	Drumlane,	"
"	"	11759	Drumlane,	"	Average insufficient.
Donegal,	1	1908	Leiter,	Kilmacrenna,	"
"	"	12351	Drumlodge,	Lock,	"
"	2	167	Aughlady,	Cloncha,	Superseded by 13140.
"	5	6867	Drumgun,	Killymard,	Average insufficient.
"	1	10186	Bahunny,	Mevagh,	Superseded by 13085.
Down,	17	13726	Seaford,	Loughinisland,	Average insufficient.
"	19	7306	Ballygormanmore,	Clonduff,	"
"	17	3265	Drumroca,	Drumroca,	"
"	17	2724	Downpatrick,	Down,	"
Fermanagh,	13	7907	Cornagee,	Cleenish,	Inoperative.
"	31	11730	Gortane,	Tomrooga,	Unrecognised teacher in the go
"	13	9992	Ashwood,	Raniskillen,	Superseded by 13155.
"	"	5583	Carroa,	Kinawley,	"
Londonderry,	3	7633	Isle-of-Man-st.m.	Drumshoo,	"
"	"	8844	" f.	"	"
"	7	7747	Killeronaghan,	Killeronaghan,	"
Monaghan,	13	8908	Drumrook,	Clonfibre,	"
"	23	11014	Larganboy,	Currin,	12981 and 12978.
"	13	10173	Drumgole,	Ennistis,	Average insufficient.
"	"	370	Cornagilla,	Tydevnet,	Permanently closed.
Tyrone,	14	3623	Lismacrieve,	Donaghery,	Average insufficient.
"	15	9284	Church-lane,	Carntool,	Superseded by 12777.
"	14	3046	Sciencien,	Clogher,	"
"	"	7622	Bellisle,	Drumore,	Average insufficient.
Clare,	42	1189	Richmond,	Rath,	Superseded by 12907.
"	"	4051	Corfin,	" f.	"
"	"	8444	Tulla,	Tulla,	"
"	45	9757	Dornaba,	Carrigaholt,	"
"	"	4296	Knockerra,	Kilrush,	"
"	42	7978	Drumcharley,	Tulla,	"
"	"	13005	Portanac,	"	"
Cork,	58	4069	Kilnaglingh,	Coburnagh,	"
"	52	10794	Knockanebane,	Clodfert,	"
"	56	8337	Kilmurry, m.	Leitrim,	Average insufficient.
"	58	5866	Rastachara,	Durrus,	Superseded by 12635-6.
"	61	10413	Kilnagross,	Kilnagross,	Inoperative.
"	59	2282	Baltimore,	Tullagh,	Superseded by 12849-50.
"	58	6463	Whiddy Island,	Kilmacanoy,	"
Kerry,	57	533	Killarney Convt.	Killarney,	"
"	"	12302	Ohermoy m.	Cahoe,	"
"	"	12434	" f.	"	"

X.—LIST of ONE HUNDRED and FIFTY-FIVE NON-VESTED SCHOOLS struck off the ROLLS during 1887—*continued*.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Kerry.	39	2165	Drumacarra, m.	Killury, .	Superseded by 12744.
"	"	2168	" f.	" "	" 12745.
"	"	4251	Coolard, .	Galvy, .	" 12567-8.
"	"	1277	Bonleenshere, m.	Ballyheigue, .	" 12664.
"	"	1510	" f.	" "	" 12665.
"	57	9038	Killierley, .	Caher, .	" 13268-9.
"	39	13054	Ballyhamilton, Con.	Kilbenny, .	" 13233.
Limerick,	52	7087	Knocklosh, .	Killaholehana, .	" 12785-6.
"	46	584	Kilfinane, . m.	Kilfinane, .	" 13075.
"	"	5908	" f.	" "	" 13026.
"	52	3889	Pallaskenry, m.	Chapel Russell, .	" 12651.
"	"	6870	" f.	" "	" 12632.
"	"	4412	Drumcolliher, m.	Drumcolliher, .	" 12912.
"	"	6540	" f.	" "	" 12913.
Tipperary,	36	9061	Clohinch, . f.	Templederry, .	" 12680.
"	53	11668	Carrick-on-Suir Convent,	Carrick, .	" 13107.
Dublin,	37	1550	Bathmores, m.	St. Peter's, .	" 13066.
"	"	1351	" f.	" "	" 13087.
"	"	7767	" l.	" "	" 13068.
Kildare,	29	3427	Johnstownbridge, m.	Cadamtown, .	Inoperative.
"	37	6313	Timahoe, .	Timahoe, .	Superseded by 12990.
Kilkenny,	47	11691	S. Patrick's(2), m.	St. Patrick's, .	Amalgamated with 11690.
"	49	7363	Kilmacoliver, m.	Tullachangh, .	Superseded by 13033.
"	"	7568	" f.	" "	" 13034.
"	47	11501	Doninga, .	Grange Sylvia, .	Inoperative.
Longford,	28	11801	Fardomin, m.	Killoe, .	Superseded by 12397.
"	"	11802	" f.	" "	" 12398.
"	"	6829	Gurteen, .	Shrule, .	" 12920.
"	"	5100	Aughnagarn, m.	Abbeystown, .	Inoperative.
"	"	857	Longford Convent,	Templemichael, .	Superseded by 12542.
"	"	13162	Longford Convent, l.	" "	
"	"	12690	Templemichael, Convent,	" "	
"	"	5510	Boulahy, .	Grange, .	" 12736.
"	"	7740	Kilmace, .	Clongest, .	" 13102.
Louth,	19	6577	Carlingford, f.	Carlingford, .	At Manager's request.
Meath,	29	6297	Killallon, . m.	Killallon, .	Average insufficient.
"	"	1869	Athboy, . m.	Athboy, .	Superseded by 12779.
"	"	1885	" f.	" "	" 12780.
"	"	8026	" inf.	" "	" 12781.
"	"	3116	Boyerstown, m.	Ardracree, .	" 13255.
Queen's,	41	3208	Briscoe, .	Clonsilla, .	House unsuitable.
"	"	1311	Killadooley, m.	Donaghmore, .	Superseded by 12692.
"	"	12472	Straboe, .	Straboe, .	" 12934.
"	"	10313	Callahill, . m.	Anghmacart, .	" 13136.
"	"	5358	" f.	" "	" 13137.
Wexmouth,	33	9611	Rathowen, (2)	Rathpick, .	Inoperative.
"	41	5090	Arden, .	Rahugh, .	Superseded by 12905-6.
Wexford,	49	3480	Ramagange, m.	St. James' Dunbrady.	Teacher inefficient.
"	50	956	Clearistown, .	Kilmannin, .	Superseded by 13106.
Wicklow,	40	12083	Lanagh, .	Derryglacery, .	No longer a National School.
Galway,	32	11435	Dalgin, . f.	Addergoe, .	Superseded by 12993.
"	"	11919	Miltown, . f.	" "	" 13157.
"	"	7213	Caheristrane, .	Donaghpatrick, .	" 12902-3.
"	34	11741	Mynish Island, .	Moyras, .	" 13146.
"	"	9949	Killoony, .	Inishmore, .	" 12340.
"	32	9251	Garratruana, .	Dunmore, .	" 13155-6.
"	42	10709	Killina, .	Kinnara, .	" 12018.
"	34	3237	Spiddal, . m.	Moycollen, .	" 13378.
Lisburn,	31	6179	Drumshambo, m.	Kiltoghert, .	" 12672, 3
"	"	12925	" f.	" "	" 12973.

X.—LIST of ONE HUNDRED and FIFTY-FIVE NON-VESTED SCHOOLS struck off the ROLLS during 1887—*continued*.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Leitrim,	28	10682	Keeldra, . .	Cloone, . .	Superseded by 12738-9.
"	31	5922	Cornabber, . .	Drumreilly, . .	No longer required in locality.
"	"	1025	Cratty, . .	Kiltogher, . .	Superseded by 13164.
"	"	7435	Shragara, . .	Mohill, . .	" 13075.
"	12	5850	Kilmore, . .	Inishmagrath, . .	" 13010-11.
"	"	6079	Tullyclevea, . .	"	" 12872.
"	"	8193	Glackawa, . .	"	House unsuitable.
"	31	9198	Tullyvacan, . .	Drumreilly, . .	Superseded by 13122.
"	5	5563	Ahanlish, . .	Rossinver, . .	" 12055.
"	31	7355	Rossy, . .	Kiltubrid, . .	" 13332.
Mayo,	20	7706	Gessala, . .	Kilcommon, . .	" 12838.
"	26	8298	Treenlar, . . f.	Ballyovey, . .	" 12830.
"	32	9656	Coolnafarna, . .	Annagh, . .	" 13153-4.
"	26	13359	St. Brigid's, tem.	Kilgoover, . .	" 13177.
"	21	8160	Cross, . . m.	Kilcedeman, . .	" 13141.
"	"	8161	" . . f.	"	" 13142.
"	"	7655	Certbron, . .	Kilheogh, . .	" 12835-6.
"	"	7654	Cloonllyn, . .	"	" 12836-7.
"	26	6794	St. Patrick's, . .	Oughaval, . .	" 13145.
"	21	3956	Ballyghaderreen, f.	Kilcedeman, . .	} " 14302.
"	"	8228	" . . inf.	"	
"	"	7657	Townynagh, . .	Kilheogh, . .	" 12958-9.
Reconcomen,	22	8361	Carrigeenroe, m.	Boyle, . .	" 12959.
"	"	3506	" . . f.	"	" 12960.
"	"	2864	Greaghafarna, . .	Kilbronan, . .	" 12917.
"	27	7232	Ballymurry, m.	Kilmala, . .	" 12964.
"	"	4699	" . . f.	"	" 12965.
"	"	6357	Clooncallan, . .	Elphin, . .	" 13163.
Sligo,	22	12105	Knockanarrow, . .	Kilmacullen, . .	Inefficiently conducted.
"	20	12176	Castleconnor, . .	Castleconnor, . .	Unrecognised teacher in charge.
"	22	10623	Derryknocketran, . .	Killaraught, . .	Manager does not live in locality.

XI.—LIST of FIVE BUILDING GRANTS cancelled during 1887.

County.	District.	Roll No.	School.	Parish.	How Vested.
Cork,	60	13251	Carrigaline, . . m.	Kilmoney,	V.T.
"	"	13252	Do. . . . f.	Do,	V.T.
Mayo,	21	13197	Ballyghaderreen Convent	Castlemore,	V.T.
"	"	13303	St. Francis Xavier's "	Do.,	V.T.
Limerick,	51	13050	St. Mary's Conv. m. inf.	St. Mary's,	V.T.

APPENDIX I.

I.—LIST of ONE HUNDRED and FIFTY-SEVEN WORKHOUSE SCHOOLS in connexion on 31st December, 1887, with the Total Number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the Year ended 31st December, 1887.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		ANTRIM.					LONDONDERRY.		
3	3609	Ballymoney, .	27	16	2	3881	Londonderry, .	74	37
4	3632	Ballycastle, .	30	15	3	3381	Coleraine, .	55	25
-	3848	Ballymena, .	84	42	-	9587	Limagy, .	26	15
8	8781	Lisburn, .	42	21	7	10525	Magherafelt, .	40	26
8a	3653	Larne, .	47	37					
-	6314	Antrim, .	56	41	4	Total, .	195	103	
9	3048	Belfast, .	695	232					
	7	Total, .	981	404			MONAGHAN.		
		ARMAGH.			18	3308	Monaghan, .	31	20
11	11300	Lurgan, .	47	11	-	7812	Clones, .	14	8
16	10412	Armagh, .	75	31	-	7884	Castledown, .	37	27
19	10290	Newry, .	57	25	24	5968	Carriackmacross, .	38	17
	3	Total, .	179	70	4	Total, .	118	72	
		CAVAN.					TYRONE.		
23	3420	Cavan, .	86	51	6	3059	Castlederg, .	6	5
24	3447	Bailieborough, .	34	16	-	6315	Strabane, .	55	25
-	3644	Coothill, .	11	7	14	6316	Omagh, .	51	25
31	6910	Bawnboy, .	22	10	-	11854	Clogher, .	33	19
	4	Total, .	153	84	15	5074	Cookstown, .	42	24
		DONEGAL.			-	9522	Dungannon, .	37	19
1	4932	Milford, .	23	14	6	Total, .	224	117	
-	4975	Letterkenny, .	14	10	41	Total for Ulster, .	2,270	1,080	
-	7714	Glenfles, .	18	8			CLARE.		
2	3263	Innisbreen, .	25	8	42	3408	Scariff, .	26	14
5	4513	Donegal, .	26	19	-	3584	Ennistymon, .	58	30
-	4539	Ballyshannon, .	27	19	-	6130	Tulla, .	37	25
	6	Total, .	133	78	-	6359	Ballyvaughan, .	38	31
		DOWN.			-	6595	Corofin, .	31	24
10	5350	Newtownards, .	81	45	45	3288	Ennis, .	120	98
11	3068	Banbridge, .	21	12	-	3489	Kilrush, .	65	37
17	10870	Downpatrick, .	35	28	-	6224	Kilballyser, .	23	15
19	11820	Kilkeel, .	29	20	8	Total, .	406	274	
	4	Total, .	166	100			CORK.		
		FERMANAGH.			48	3165	Midleton, .	84	53
13	10785	Enniskillen, .	79	41	-	6121	Youghal, .	58	35
-	11896	Lismaken, .	22	9	55	3923	Kantark, .	119	57
-	11404	Irvinestown, .	20	12	-	4896	Macroom, .	36	50
	8	Total, .	121	62	-	6012	Millstreet, .	65	38
					56	5242	Fermoy, .	85	44
					-	3651	Malin, .	68	36
					-	6216	Mitchelstown, .	65	47

I.—LIST of ONE HUNDRED and FIFTY-SEVEN WORKHOUSE SCHOOLS in connexion on 31st December, 1887, with the Total Number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the Year ended 31st December, 1887—continued.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		CONN.—continued.					CARLOW.		
58	4411	Bantry, . . .	31	16	44	11154	Carlow, . . .	83	43
-	5988	Castletown, . . .	35	22					
-	6140	Skull, . . .	18	13		1	Total, . . .	83	43
59	3417	Skibbereen, . . .	66	39					
-	3565	Demmanway, . . .	47	24					
60	3545	Cork, . . .	555	256			DUBLIN.		
61	4925	Kinsale, . . .	51	21	25	3144	Balrothery, . . .	33	13
-	6123	Banden, . . .	45	19	30	7187	Dublin, North, . . .	707	312
-	6849	Clenakilly, . . .	60	33	40	3265	Rathdown, . . .	137	110
	17	Total, . . .	1,539	817		3	Total, . . .	832	435
		KERRY.							
39	4314	Listowel, . . .	90	50			KILDARE.		
54	3890	Trillick, . . .	135	70	57	8531	Celbridge, . . .	52	26
-	5324	Dingle, . . .	60	30	-	3155	Nass, . . .	58	23
57	4340	Kilbarney, . . .	133	91	44	3862	Athy, . . .	30	36
-	4596	Caherelween, . . .	20	13					
53	4570	Kenmare, . . .	29	10		5	Total, . . .	150	83
	6	Total, . . .	467	264					
		LIMERICK.					KILKENNY.		
59	6021	Glin, . . .	35	24	47	3378	Callan, . . .	95	62
51	5053	Limerick, . . .	429	267	-	3507	Kilkenny, . . .	134	64
52	3040	Newcastle, . . .	71	35	-	6278	Thomastown, . . .	50	39
-	3066	Kilmallock, . . .	153	88	-	6625	Urdingford, . . .	53	31
-	3415	Rathkeale, . . .	63	36	-	6947	Castlesomer, . . .	18	13
-	6013	Croom, . . .	33	21		6	Total, . . .	350	200
	6	Total, . . .	784	481					
		TIPPERARY.					KING'S.		
36	3414	Roscrea, . . .	53	24	56	7989	Parsonstown, . . .	54	29
-	3519	Nenagh, . . .	89	47	41	3364	Edenderry, . . .	49	17
-	9031	Borrisokane, . . .	26	16	-	3446	Tullamore, . . .	91	52
46	3142	Tipperary, . . .	145	69		3	Total, . . .	194	88
-	3563	Cashel, . . .	145	104					
53	3445	Clogheen, . . .	65	39			LONGFORD.		
-	3546	Carriek-on-Suir, . . .	107	56					
-	3647	Thurles, . . .	74	47	28	3368	Longford, . . .	77	47
-	12363	Clonmel, . . .	110	56	-	3566	Granard, . . .	61	33
	9	Total, . . .	803	459	-	6811	Ballymahon, . . .	25	15
		WATERFORD.				3	Total, . . .	163	104
48	3418	Lámara, . . .	29	21					
-	12220	Dungarvan, . . .	73	47			LOUTH.		
49	3826	Waterford, . . .	277	123	23	3377	Dundalk, . . .	77	45
-	6745	Kilmaethomas, . . .	45	18	-	3532	Ardee, . . .	44	24
	4	Total, . . .	424	208		2	Total, . . .	121	69
	50	Total for Munster, . . .	4,423	2,503					

I.—LIST of ONE HUNDRED and FIFTY-SEVEN WORKHOUSE SCHOOLS in connexion on 31st December, 1887, with the total number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the year ended 31st December, 1887—continued.

Dis- trict.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	Dis- trict.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		MEATH.					GALWAY—con.		
25	3240	Drogheda, . . .	54	22	34	5323	Cliffen, . . .	36	26
29	3143	Dunshaughlin, . .	18	7	—	5092	Oughternard, . .	13	10
—	3220	Trim, . . .	44	28	35	3366	Loughrea, . . .	48	23
—	3409	Navan, . . .	84	38	—	6734	Portumna, . . .	32	20
—	3410	Kells, . . .	38	24	—	7019	Ballasloe, . . .	76	50
—	3544	Oldcastle, . . .	36	12	43	3379	Gort, . . .	50	27
	6	Total, . . .	271	131		10	Total, . . .	446	256
		QUEEN'S.					LEITRIM.		
	4315	Mountmellick, . .	54	23	12	3669	Manorhamilton, .	35	25
10610	Abbeyfeix, . . .	60	48	22	3533	Car.-on-Shannon, .	79	45	
	2	Total, . . .	114	72	28	3419	Mobil, . . .	50	35
						3	Total, . . .	164	105
		WESTMEATH.					MAYO.		
33	3650	Mullingar, . . .	73	44	20	3859	Ballina, . . .	51	29
—	6358	Delvin, . . .	47	30	—	8474	Belmullet, . . .	17	13
35	3274	Athlone, . . .	62	32	—	9221	Killalea, . . .	21	18
	3	Total, . . .	182	106	21	4295	Swineford, . . .	143	32
		WEXFORD.			26	4253	Castlebar, . . .	28	20
49	3520	New Ross, . . .	141	81	—	4727	Westport, . . .	32	22
50	3500	Wexford, . . .	124	63	32	5117	Ballinrobe, . . .	55	38
—	5674	Rossacorchy, . . .	85	43	—	6143	Claremorris, . . .	37	25
—	8054	Gorey, . . .	53	23		8	Total, . . .	384	197
	4	Total, . . .	403	210			ROSCOMMON.		
		WICKLOW.			22	3269	Boyle, . . .	60	43
40	3383	Rathdrum, . . .	54	31	27	3870	Roscommon, . . .	51	43
44	3879	Shillelagh, . . .	55	32	—	4953	Castleroa, . . .	66	40
—	11180	Baltinglass, . . .	38	23	—	6122	Strokestown, . .	52	33
	3	Total, . . .	147	86		4	Total, . . .	229	167
	33	Total for Leinster, .	3,047	1,642			SLIGO.		
		GALWAY.			12	3333	Sligo, . . .	51	33
27	6733	Glenties, . . .	35	19	20	6500	Dromore West, . .	18	14
32	6448	Tuan, . . .	41	26	21	8219	Tobercurry, . . .	36	23
—	6568	Moosthallow, . . .	16	7		3	Total, . . .	105	70
34	3335	Galway, . . .	39	48		26	Total for Con- naught, . . .	1,328	795

[SUMMARY.]

2 B

SUMMARY of WORKHOUSE SCHOOLS in CONNEXION.

No. of Schools.	County.	Total No. of Pupils on Rols.	Average Attendance.	No. of Schools.	County.	Total No. of Pupils on Rols.	Average Attendance.
7	Antrim, . . .	881	404	3	King's, . . .	194	98
3	Armagh, . . .	179	70	3	Longford, . . .	163	104
4	Cavan, . . .	155	84	2	Louth, . . .	121	69
4	Donegal, . . .	133	78	6	Meath, . . .	271	131
4	Down, . . .	166	100	2	Queen's, . . .	114	72
3	Fermanagh, . . .	121	62	3	Westmeath, . . .	182	103
4	Londonderry, . . .	195	103	4	Wexford, . . .	403	210
4	Monaghan, . . .	118	72	3	Wicklow, . . .	147	86
6	Tyrone, . . .	224	117				
41	Total for Ulster, . . .	2,270	1,090	53	Total for Leinster, . . .	3,100	1,642
8	Clare, . . .	408	274	10	Galway, . . .	446	255
17	Cork, . . .	1,539	817	3	Letttrim, . . .	164	105
6	Kerry, . . .	467	264	8	Mayo, . . .	324	197
6	Limerick, . . .	784	481	4	Roscommon, . . .	229	167
9	Tipperary, . . .	303	450	3	Sligo, . . .	105	70
4	Waterford, . . .	424	206	20	Total for Connaught, . . .	1,328	795
50	Total for Munster, . . .	4,423	2,503	41	Schools in Ulster, . . .	2,270	1,090
1	Carlow, . . .	83	43	50	" in Munster, . . .	4,423	2,503
3	Dublin, . . .	882	435	38	" in Leinster, . . .	3,100	1,642
3	Kildare, . . .	190	88	28	" in Connaught, . . .	1,328	795
5	Kilkenny, . . .	350	200	157	Gross Total, . . .	11,121	6,030

The number of TEACHERS employed in these SCHOOLS on 31st December, 1887, according to the Returns received from the different Clerks of Unions is set forth in the following Table:—

Class.	Principals.		Assistants.		Total.		Total.
	Males.	Females.	Males.	Females.	Males.	Females.	
Unklesed	10	16	1	6	11	22	33
3 ^d ,	6	15	.	4	6	19	25
3 ^d ,	39	81	7	14	66	95	161
2 ^d ,	2	9	.	2	2	11	13
2 ^d ,	15	22	1	3	16	25	41
1 st ,	1	6	.	.	1	6	7
1 st, . . . .	.	.	.	.	.	.	.
Total, . . .	93	149	9	29	102	178	280
	242*		38				
Gross Total, . . .	280						

* In addition to the above, eleven departments were conducted by nuns, viz., Youghal, Skibbereen, Limerick, Clonmel, Thurles, Celbridge, Callan, Granard, New Ross, Ennisceorthy, and Galway.

II.—LIST of THREE LUNATIC ASYLUM SCHOOLS in connexion on 31st December, 1887.

County.	District.	Roll No.	School.	Parish.
Dublin, . . .	30	8,365	Richmond, . . . m.	Grange-gorman.
Ditto, . . .	—	8,366	Ditto, . . . f.	Ditto.
Sligo, . . .	12	9,633	Sligo,	Kilmasnaglan.

III.—CONVENT AND MONASTERY SCHOOLS.

I. Convent Schools paid by Capitation. II. Convent Schools paid by Classification. III. Monastery Schools paid by Capitation. IV. Monastery Schools paid by Classification.

L.—TWO HUNDRED AND TWENTY-SIX CONVENT SCHOOLS PAID BY CAPITATION.

Roll No.	District	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.	Roll No.	District	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.
ULSTER.					MUNSTER.				
Co. ANTRIM.					Co. CLARE.				
7029	8	Crumlin-road, f.	656	322	10644	42	Bunkytymen, f.	356	162
10595	-	St. Catherine's, f.	415	194	-	-	Tulla, f.	241	146
10371	-	Castle-st. (Lib'n) f.	208	110	12962	43	Kilrush, f.	542	252
-	-	Do. evg.	147	45	7299	-	Ennis, f.	1,020	462
13137	-	Do. l.	91	29	7313	-	Kilkee, f.	297	158
9836	9	St. Malachy's, f.	592	282	11800	-			
	5	Total, . . .	2,109	992		5	Total, . . .	2,456	1,220
Co. ARMAGH.					Co. CORK.				
9713	11	Edward-street, f.	426	186	-	48	Middleton, f.	896	436
-	-	Do. evg.	267	57	3028	-	Youghal, f.	834	466
8230	16	Mt. St. Catherine's, f.	351	231	1541	52	Charleville, f.	202	119
10436	-	Keady, f.	270	141	13031	-	St. Joseph's, inf.	297	172
7508	19	Canal-street, f.	620	282	2278	55	Millstreet, f.	526	296
	4	Total, . . .	1,924	909	10047	-	Macroom, f.	783	433
Co. CAVAN.					10232	-	Kanturk, f.	350	156
8490	23	Cavan, f.	362	136	2259	56	Permy, f.	706	380
10178	-	Ballyjamesduff, f.	217	116	4268	-	Doneraile, f.	340	196
11789	-	Belturbet, f.	242	107	4630	-	Mallow, f.	487	261
12098	24	Cootahill, f.	136	41	11855	-	Buttevant, f.	254	157
	4	Total, . . .	957	400	12781	-	Mitchelstown, f.	500	350
Co. DONEGAL.					9161	58	Bantry, f.	444	264
9270	2	Moyle, f.	134	68	8430	36	Skibbereen, f.	510	269
10609	-	St. Patrick's, f.	230	83	3940	60	Blackrock, f.	203	125
7593	5	Ballyshannon, (2) f.	220	118	6153	-	St. Flank's, f.	1,856	935
	3	Total, . . .	574	269	6376	-	Queensdown, f.	1,149	625
Co. DOWN.					6528	-	St. Joseph's, f.	1,006	504
10253	17	Mt. St. Patrick, f.	345	189	8414	-	Passage West, f.	370	219
243	19	High-street, f.	840	430	12074	-	Norwood, f.	147	84
9725	-	Rostrevor, f.	162	93	12218	-	Clarence-street, f.	1,818	827
	3	Total, . . .	1,347	720	4572	61	Kinsale, f.	864	489
Co. L'DUNNRY.					5257	-	Bandon, f.	891	403
6168	2	St. Columba's (2) f.	977	494	7681	-	Clonakilly, f.	700	352
12112	-	St. Patrick's (2) f.	527	243		24	Total, . . .	16,083	8,763
	2	Total, . . .	1,504	737					
Co. TYRONE.					Co. KERRY.				
10116	6	Strabane, f.	400	202	4062	39	Lisdoon, f.	656	355
6323	14	Omagh, f.	372	171	11849	-	Lixnaw, f.	245	129
9892	15	Loy, f.	218	105	13054	-	Ballyhannon, f.	132	78
13637	-	Do. f. evg.	205	121	1859	54	Milltown, f.	325	156
	3	Total, . . .	1,295	639	6215	-	Castleisland, f.	718	412
					9266	-	Trillick (2), f.	283	147
					11278	-	Moyderwell, f.	531	304
					10050	57	St. Gertrude's, f.	109	50
					11739	-	Succan, f.	258	134
						9	Total, . . .	3,278	1,762

I.—TWO HUNDRED AND TWENTY-SIX CONVENT SCHOOLS PAID BY CAPITATION—con.

Roll No.	District	School.	Total No. of Pupils for any time in the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.	Roll No.	District	School.	Total No. of Pupils for any time in the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.
MUNSTER—con.					LEINSTER—con.				
7439	39	Co. LIMERICK.			1149	39	King's Inns-st., f.	1,403	324
10106	46	Abbeyfeale, f.	408	284	8833	-	George's-hill, f.	1,376	609
570	51	Deon, f.	300	155	9932	-	Manor street, f.	768	291
5143	-	St. Mary and Mary- clon's, f.	937	547	11883	-	Baldoye, f. inf.	243	156
5547	-	Pery-square, f.	893	444	12408	-	Cabm, f.	229	128
6326	-	Saxton-street, f.	1,307	589	12448	-	Gardiner-street, f.	1,823	924
9296	-	St. John's-sq., f.	1,260	649	715	37	Lacan, f.	348	193
10634	-	Adare, f.	204	124	3018	-	Baggot-street, f.	2,171	634
11197	-	Mt. St. Vincent, f.	224	123	7032	-	Leeson-lane, f.	977	273
6032	52	Bruff, f.	341	175	7546	-	Golden Bridge, f.	999	470
6369	-	St. Catherine's, f.	405	200	7383	-	Clondalkin, f.	309	163
12975	-	St. Anne's, f.	419	237	11064	-	Weaver-square, f.	1,768	790
		St. Joseph's, inf.	411	208	12471	-	Our Lady's Mount, f.	541	243
	12	Total, . . .	7,123	3,760	721	40	Blackrock, f.	545	235
		Co. TIPPERARY.			729	-	Loretto, f.	174	74
2133	36	Ahrill, f.	483	271	1985	-	Boosterstown, f.	289	143
3496	-	Borrisoleigh, f.	145	111	5900	-	Kingstown, f.	1,278	679
7392	-	Nenagh, f.	512	288	6742	-	Warrenmount, f.	709	251
9407	-	Templemore, f.	221	142	7182	-	Dalkey, f.	352	184
531	46	Cashel, f.	695	309	7608	-	Glasthule, f.	326	200
9432	-	Tipperary, f.	743	451	9745	-	Roundtown, f.	442	137
10679	47	Ballingarry, f.	258	119	11869	-	Townsend-street, f.	1,130	436
4068	55	Thurles, f.	729	444	11882	-	Mount Anville, f.	140	73
4183	-	Clogheen, f.	181	85	12509	-	St. Anne's, f.	238	128
13186	-	Do, inf.	167	94		24	Total, . . .	18,673	8,549
5470	-	New Inn, f.	120	84			Co. KILDARE.		
7283	-	Dangan, f.	261	141	779	37	Maynooth, f.	258	160
7303	-	Pethard, f.	453	241	1151	-	Clane, f.	133	72
10120	-	Cable, f.	481	278	3246	-	Nans, f.	365	174
11668	-	Carriek-on-Saig, f.	405	192	11976	-	Kilcock, f.	200	108
11872	-	Do, f.	734	479	771	44	Kildare, f.	354	181
12349	-	Morton-street, f.	683	320	4997	-	Athy, f.	680	364
12751	-	Yomagh, f.	106	52	11745	-	Great Connell, f.	237	126
10437	-	Ballyporeen, f.	305	169	11006	-	Kilcullen, f.	211	109
	10	Total, . . .	7,528	4,310		8	Total, . . .	2,438	1,296
		Co. WATERFORD.					Co. KILKENNY.		
3928	48	Cappoquin, f.	300	177	806	47	Kilkenny, f.	754	432
12057	-	Dungarvan (2), f.	502	272	1915	-	Paulstown, f.	105	58
13911	-	Lismore, f.	553	264	9134	-	Goresbridge, f.	147	79
1779	49	Stradhall, f.	227	129	10478	-	St. Patrick's, f.	286	145
11556	-	Kilnaghtomas, f.	183	112	10624	-	Calton Lodge, f.	476	220
11844	-	Waterford, f.	602	290	10835	-	Castlesomer, f.	407	217
12007	-	Verrybank, f.	259	137	5437	49	Mooneoin, f.	250	126
12334	-	Star of the Sea, f.	895	144			Total, . . .	2,414	1,256
12403	-	St. Joseph's, f.	1,136	566		7	Kino's Co.		
12522	-	Portlaw, f.	423	246	3320	36	Bier, f.	457	233
	-	Do, avg.	90	25	5913	-	Frankford, f.	234	149
12935	-	St. John's (2), f.	277	168	9227	-	Banagher, f.	226	120
12578	-	Dunmore, East, f.	173	89	923	41	Killic, f.	210	112
12100	53	Clonmel, f.	582	299	2080	-	Tullamore, f.	748	422
		Total, . . .	5,437	2,808	7471	-	Pertardington, f.	379	171
		LEINSTER.			8982	-	Clara, f.	344	214
		Co. CARLOW.				7	Total, . . .	2,538	1,421
656	44	Carlow, f.	482	264					
682	-	Tullow, f.	210	112					
10910	-	Carlow, m. i.	199	105					
1936	47	Bagenalstown, f.	509	345					
	4	Total, . . .	1,400	826					

L—TWO HUNDRED AND TWENTY-SIX CONVENT SCHOOLS PAID BY CAPITATION—con.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.	Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.
LEINSTER—con.					LEINSTER—con.				
CO. LONGFORD.					CO. WICKLOW.				
3355	38	Ballymahon, f.	168	91	5237	40	Delgany, f.	75	31
10791	-	Granard, f.	272	117	7180	-	Booy (2), f.	304	190
12942	-	St. Joseph's, f.	683	247	10162	-	St. Michael's, f.	109	64
					10448	-	Wicklow, f.	319	169
	3	Total, . .	1,123	555	872	44	Ballinglawn, f.	187	109
					2277	50	Arklow, f.	420	235
CO. LOUTH.					CO. DUBLIN.				
861	35	Drogheda, f.	920	482		6	Total, . .	1,483	798
5247	-	Dundalk (2), f.	1,444	742	CONNAUGHT.				
8445	-	Ardee (2), f.	346	291	CO. GALWAY.				
10475	-	Drogheda, f.	527	253	12234	33	Tusam, f.	391	187
	4	Total, . .	2,237	1,678	12350	-	Do. (2), f.	496	257
CO. MEATH.					1013	31	Rabson, f.	773	383
3062	25	St. Mary's, f.	391	259	4515	-	Newtown Smith, f.	844	457
7472	29	Navan (2), f.	721	427	8323	-	Oughtonard, f.	354	212
10313	-	Trim, f.	378	216	8795	-	Oranmore, f.	200	108
12948	-	Kells, f.	636	402	12181	-	Clarebridge, f.	236	111
	4	Total, . .	2,126	1,304	12243	-	Carna, f.	251	70
QUEEN'S CO.					12251	-	Cliffden, f.	268	163
592	41	Cooto-street, f.	296	190	6632	25	St. Vincent's, f.	405	282
1556	-	Ballyvaughan, f.	156	78	6839	-	Ballinacree, f.	558	299
1936	-	Maryborough, f.	342	223	12371	-	St. Joseph's, f.	228	127
3526	-	Ahhyleix, f.	278	170	8195	42	Gort (2), f.	392	216
7183	-	Mountmellick, f.	403	210	11787	-	Kilvarna, f.	205	106
7442	-	Borris-in-Osney, f.	169	111		14	Total, . .	5,678	2,978
6497	44	Strandhally, f.	359	210	11012	22	Car-on-Shan, f.	295	190
	7	Total, . .	1,943	1,132	5083	28	Mohill, f.	205	184
CO. WESTMEATH.					10852	31	Ballinacree, f.	218	104
934	33	Mullingar, f.	474	245	7713	21	Swineford, f.	348	193
6674	-	Reichford Bridge, f.	184	113	13302	-	St. Francis Xavier's, f.	451	224
3582	-	Moate, f.	292	145	12284	26	Castlebar, f.	538	285
12179	41	Kilhegan, f.	298	149	12255	-	St. Patrick's, f.	654	398
	4	Total, . .	1,248	652	13517	-	St. Joseph's, f.	301	184
CO. WEXFORD.					12239	32	Mt. St. Michael's, f.	643	300
967	49	New Ross (1), f.	492	296	12396	-	Ballinrobe, f.	494	278
9947	-	Do. (2), f.	452	198		7	Total, . .	3,449	1,864
10522	-	Ramsgate, f.	145	71	10520	23	CO. ROSCOMMON.		
869	50	Wexford, f.	1,087	582	7238	27	Abbertown, f.	311	212
3634	-	Newtownsharry, f.	327	107	10088	-	Roscommon, f.	531	314
8234	-	Geary, f.	260	144	7722	35	Abbertown, f.	316	182
4949	-	Wexford (2), f.	438	210	12754	-	St. Peter's, f.	463	212
5038	-	Ennisceorthy, f.	638	295		5	St. Joseph's, Sum-	94	50
5221	-	Templestannon, f.	374	156			meathill, . .		
11361	-	Faythe, f.	555	337		12	Total, . .	1,715	979
11586	-	Summerhill, f.	159	65	5851	12	CO. SLIGO.		
12566	-	Wexford (3), f.	203	99		1	Sligo, f.	730	458
	12	Total, . .	5,036	2,500			Total, . .	730	458

SUMMARY OF CONVENT SCHOOLS PAID BY CAPITATION.

No. of Schools.	County.	Total No. of Pupils on Rolls.	Average attendance.	No. of Schools.	County.	Total No. of Pupils on Rolls.	Average attendance.
5	Antrim, . . .	2,166	892	3	Longford, . . .	1,125	535
4	Armagh, . . .	1,934	909	4	Louth, . . .	3,257	1,578
4	Cavan, . . .	957	400	4	Monaghan, . . .	2,126	1,394
3	Donegal, . . .	574	289	7	Queen's, . . .	1,943	1,132
3	Down, . . .	1,347	720	4	Westmeath, . . .	1,248	629
-	Fermanagh, . . .	-	-	12	Wexford, . . .	5,036	2,500
2	Londonderry, . . .	1,504	737	6	Wicklow, . . .	1,485	750
-	Monaghan, . . .	-	-				
3	Tyrone, . . .	1,295	659	50	Total for Leinster, . .	43,739	22,067
24	Total for Ulster, . .	9,710	4,706	14	Galway, . . .	5,678	2,973
5	Clare, . . .	2,456	1,230	3	Lettism, . . .	791	479
24	Cork, . . .	16,033	8,768	7	Mayo, . . .	3,449	1,864
9	Kerry, . . .	3,278	1,762	5	Roscommon, . . .	1,715	979
12	Limerick, . . .	7,128	3,760	1	Sligo, . . .	730	423
19	Tipperary, . . .	7,528	4,310	27	Total for Connaught, . .	12,363	6,717
13	Waterford, . . .	5,437	2,908	24	Schools in Ulster, . .	9,710	4,706
82	Total for Munster, . .	41,660	22,728	82	" Munster, . . .	41,660	22,728
4	Carlow, . . .	1,400	896	90	" Leinster, . . .	43,739	22,067
24	Dublin, . . .	18,673	8,549	30	" Connaught, . . .	12,363	6,717
8	Kildare, . . .	2,458	1,296	226	Gross Total of Convent		
7	Kilkenny, . . .	2,614	1,356		Capitation Cases, . .	107,072	56,258
7	King's, . . .	2,698	1,421				

II.—TWENTY-THREE CONVENT SCHOOLS PAID BY CLASSIFICATION.

Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.	Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.
ULSTER.					MUNSTER.				
Co. ARMAGH.					Co. CORK.				
12441	11	Partadown, f.	94	41	9523	58	Castletown, f.	251	155
13405	-	Do. i.	161	78	7419	60	Carrigrohilly, f.	229	120
11753	16	Middletown(2), f.	203	108	9474	-	Creehaven, f.	431	224
	3	Total, . . .	458	227		3	Total, . . .	905	509
Co. FERMANAGH.					Co. KERRY.				
7497	13	Enniskillen, f.	373	218	538	54	Dingle, . . . f.	514	314
	1	Total, . . .	373	218	545	-	Trillick, . . . f.	837	475
Co. MONAGHAN.					12303	55	Bathmore, . . . f.	324	165
339	18	Monaghan, f.	405	217	18051	57	Killarney, . . . f.	553	313
	1	Total, . . .	405	217	2694	-	Caheniveen, f.	482	228
					6654	-	Killarney (2), f.	480	261
					8320	58	Keemore, . . . f.	543	338
						7	Total, . . .	3,733	2,162

II.—TWENTY-THREE CONVENT SCHOOLS PAID BY CLASSIFICATION—continued.

Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.	Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.
1233	48	MUNSTER—con.			8548	28	LEINSTER—con.		
11461	-	Co. WATERFORD.					Co. LONGFORD,		
18473	-	Tallow, . f.	171	103			Newtownforbes, f.	141	73
	-	Dungarvan, . f.	292	144		1	Total, . .	141	73
	-	Do., . i.	339	167					
					883	29	Co. MEATH.		
	3	Total, . .	802	416			Navan (1), . f.	275	156
						1	Total, . .	275	156
							CONNAUGHT.		
		LEINSTER.			5215	29	Co. MAYO.		
		Co. KILDARE.			12961	-	Ballina, . f.	239	144
11335	41	Rathangan, . f.	230	96			Do., . inf.	453	159
						2	Total, . .	742	303
	1	Total, . .	230	96		23	Gross Total of Convent Classification Cases, .	3,064	4,538

III.—THREE MONASTERY SCHOOLS PAID BY CAPITATION.

Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.
		MUNSTER.		
		Co. COCK.		
5869	60	Gt. George's-street, . . . m.	375	404
5999	-	Douglas-street, . . . m.	1,046	533
	2	Total, . .	1,921	936
		Co. KERRY.		
3655	54	Milltown, m.	199	116
	1	Total, . .	199	116
	3	Gross Total of Monastery Capitation Cases,	2,120	1,052

IV.—EIGHTEEN MONASTERY SCHOOLS PAID BY CLASSIFICATION.

Roll No.	District.	Schools.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.	Roll No.	District.	Schools.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1887.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1887.
		MUNSTER.					LEINSTER—con.		
		Co. CORK.					QUEEN'S CO.		
12619	56	Mallow, . m.	499	264	7635	41	Coste-street, m.	257	119
12478	60	Greenmount, m.	637	385	918	"	Castletown, . m.	135	74
	2	Total, . .	1,136	649		2	Total, . .	372	193
		Co. KERRY.					Co. WESTMEATH.		
1793	57	Killarney, . m.	345	188	12904	35	St. Mary's, m.	339	188
	1	Total, . .	345	188		1	Total, . .	339	188
		Co. TIPPERARY.					CONNAUGHT.		
12847	53	Fethard, . m.	265	136			Co. GALWAY.		
	1	Total, . .	265	136	12423	32	Kilkerria, . m.	195	86
		LEINSTER.			1016	34	Galway, . m.	563	290
		Co. CARLOW.			12672	"	Nun's Island, m.	129	82
681	44	Tullow, . m.	184	104	12765	"	Carrabeg, . m.	188	90
	1	Total, . .	184	104		4	Total, . .	1,081	590
		Co. KILDARE.			13120	26	Co. MAYO.		
12747	44	Kildare, . m.	210	96		1	Bunsherry, . m.	82	39
	1	Total, . .	210	96	12594	27	Total, . .	82	39
		KING'S CO.			12357	32	Co. ROSCOMMON.		
12870	36	St. Brendan's, m.	266	156		2	Highlake, m.	92	37
6385	41	Clara, . m.	351	214		18	Gwinkahan, m.	248	84
	2	Total, . .	617	370			Total, . .	340	121
							Gross Total of Monastery Classification Cases, .	4,971	2,604

GENERAL SUMMARY.

	PAID BY CAPITATION.			PAID BY CLASSIFICATION.			TOTAL.		
	No. of Schools.	Total No. of Pupils on Rolls.	Average Daily Attendance.	No. of Schools.	Total No. of Pupils on Rolls.	Average Daily Attendance.	No. of Schools.	Total No. of Pupils on Rolls.	Average Daily Attendance.
Convents, . .	226	107,672	56,258	23	8,664	4,398	249	115,736	60,646
Monasteries, .	3	2,120	1,052	18	4,971	2,604	21	7,091	3,656
Total, . .	229	109,792	57,310	41	13,635	6,992	270	122,827	64,306

IV.—LIST of 84 ISLAND SCHOOLS in connexion on 31st December, 1887.

County.	Dist.	Roll No.	Name of School.	County.	Dist.	Roll No.	Name of School.
Antrim, .	3	9372	Rathlin Island.	Galway, .	26	12678	Faunmore (Innishoffin) Island
Donegal, .	1	4739	Gola " "	Ditto, .	34	6813	Kilronayne, m. } Aran Island.
Ditto, .	-	5164	Tory " "	Ditto, .	-	11444	Do. f. }
Ditto, .	-	5273	Owey " "	Ditto, .	-	9949	Killeeny, " }
Ditto, .	-	5466	Rutland " "	Ditto, .	-	10252	Ouisquarter, " }
Ditto, .	-	5899	Inishfree " "	Ditto, .	-	12967	Owey Island.
Ditto, .	-	6571	Armaghmore " "	Ditto, .	-	9542	Lettermullen " "
Ditto, .	-	9794	Innishkeeraghan " "	Ditto, .	-	9948	Innisear " "
Ditto, .	-	10371	Cault " "	Ditto, .	-	10011	Lettermore " "
Ditto, .	-	11342	Armaghmore(2) " "	Ditto, .	-	10012	Drin, } Gecunna
Ditto, .	-	13382	Innismean " "	Ditto, .	-	10013	Tierney, } Island.
Ditto, .	2	9390	Inch, f. " "	Ditto, .	-	10425	Inishmaine Island.
Fermanagh, .	13	11257	Innisrooske " "	Ditto, .	-	13146	Myrish " "
Ditto, .	14	8002	Drumglinahan } Bea	Ditto, .	-	11788	Tawla " "
Ditto, .	-	11833	Ben " Island.	Ditto, .	-	11885	Island Eady " "
Ditto, .	13	7833	Gabbh Island.	Ditto, .	-	11936	Inishnee " "
Carra, .	45	6649	Coney Island.	Ditto, .	-	12188	Inishurhat " "
Ditto, .	-	10316	Scattery " "	Ditto, .	-	12641	Annaghvane " "
Ditto, .	-	12018	Low " "	Ditto, .	-	12642	Innisurk " "
Cork, .	58	5868	Long " "	Ditto, .	-	12790	Peenish " "
Ditto, .	-	15082	Whiddy " "	Ditto, .	-	12326	Innisharra " "
Ditto, .	-	12249	Darvey " "	Ditto, .	-	12501	Knock " "
Ditto, .	-	7452	Laurence " "	Ditto, .	-	13030	Ilancarragh " "
Ditto, .	-	7453	Cove, m. } Bear	Ditto, .	-	13043	Inishatwar " "
Ditto, .	-	7454	Do. f. Island.	Ditto, .	-	13044	Lettermullen, " "
Ditto, .	-	530	Ballinakilla } Clear	Ditto, .	-	13464	Lettermore " "
Ditto, .	59	3557	Cape Clear, m. } Clear	Ditto, .	-	13464	Mockinagh " "
Ditto, .	-	1275	Do. f. Island.	Maye, .	26	2307	Slievenore " "
Ditto, .	-	4839	Sharkin Island, m. } Clear	Ditto, .	-	2308	Dereens " "
Ditto, .	-	2281	Do. f. Island.	Ditto, .	-	2309	Dooega " "
Ditto, .	-	7335	Reengaregue Island.	Ditto, .	-	7333	Deagha " "
Ditto, .	-	3195	Hare " "	Ditto, .	-	8309	Bunnacurry " "
Ditto, .	60	8916	Haulbowline " "	Ditto, .	-	8547	Valley " "
Ditto, .	-	8916	Spike " "	Ditto, .	-	9557	Ballsmauth " "
Kerry, .	54	9337	Blacket Island.	Ditto, .	-	10935	Saula " "
Ditto, .	57	7837	Knightstown, m. } Valen-	Ditto, .	-	13130	Bannacurry Monast.
Ditto, .	-	7838	Do. f. Island.	Ditto, .	-	7987	Innishofin Island.
Ditto, .	-	10721	Coraheg, m. } Valen-	Ditto, .	-	8348	Inishurk " "
Ditto, .	-	10722	Do. f. Island.	Ditto, .	-	8402	Lecarew, Clare " "
Ditto, .	-	10819	Valentia, m. } Valen-	Ditto, .	-	9116	Inishurk " "
Ditto, .	-	10820	Do. f. Island.	Ditto, .	-	12174	Inishyre " "
Dublin, .	30	6118	Lambay Island.	Ditto, .	-	13177	St. Bridget's, Clare " "
				Sligo, .	12	9016	Coney " "
				Ditto, .	-	9047	Inishmurray " "

V.—LIST of THIRTY-THREE INDUSTRIAL DEPARTMENTS (under the Act) in connexion with recognised NATIONAL SCHOOLS on 31st December, 1887.

District No.	Roll No.	Name and Locality of School.	Religious Order.
16	11782	Middletown, co. Armagh, .	Sisters of St. Louis.
45	7315	Kinn, .	Sisters of Mercy.
56	4830	Mallow, .	Do.
61	7651	Cleanakilly (St. Aloysius), .	Do.
60	6376	St. Coleman's, Queenstown, .	Do.
-	8230	St. Nicholas, Cork, .	(Protestant).
40	1985	Boosterstown, .	Sisters of Mercy
35	6632	St. Bridget's, Loughrea, .	Do.
34	8322	Oughtierd, .	Do.
-	4515	St. Anne's, Galway, .	Do.
-	12251	Cliffden, co. Galway, .	Do.
57	6654	St. Joseph's Home, Killarney, .	Do.

V.—LIST of THIRTY-THREE INDUSTRIAL DEPARTMENTS (under the Act) in connexion with recognised NATIONAL SCHOOLS on 31st December, 1887—*con.*

District No.	Roll No.	Name and Locality of School.	Religious Order.
54	9266	Pembroke Alma, Tralee, . . .	Sisters of Mercy.
36	3220	St. John's, Parsonstown, . . .	Do.
51	10634	St. Vincent's, Limerick, . . .	Do.
23	8546	Our Lady of Succour, Newtown Forbes, . .	Do.
23	10475	House of Charity, Drogheda, . . .	French Sisters of Charity.
—	5357	Dundalk, co. Louth, . . .	Sisters of Mercy.
26	12255	St. Columba, Westport, . . .	Do.
18	359	St. Martha's, Monaghan, . . .	Sisters of St. Louis.
27	7233	St. Monica's, Roscommon, . . .	Sisters of Mercy.
12	5851	St. Laurence's, Sligo, . . .	Do.
21	11837	Benada Abbey, Tubbercurry,* . . .	Sisters of Charity.
36	9467	St. Augustine's, Templemore, . . .	Sisters of Mercy.
46	581	St. Francis, Cashel, . . .	Presentation Sisters.
53	4068	St. Louis, Thurles, . . .	Do.
46	9432	Tipperary, . . .	Sisters of Mercy.
6	10110	St. Catherine's, Stralane, . . .	Do.
33	8692	Mount Carmel, Monte, . . .	Do.
50	11936	St. Michael's, Wexford, . . .	Do.
69	8414	Passage West, Cork, . . .	Do.
35	6839	Ballinasloe, . . .	Do.
—	12754	St. Joseph's, Athlone, . . .	Do.

* This Industrial School is not under the Board, but some of the children have attended the National School No. 11837.

VI.—LIST of SEVENTY EVENING SCHOOLS in connexion on 31st December, 1887.

District.	Roll No.	County.	School.	District.	Roll No.	County.	School.
4	8196	Antrim, .	Caddy, .	16	10799	Armagh, .	Lisles (2).
—	8592	"	Guy's, .	—	12365	"	St. Patrick's, m.
—	11415	"	Fisherstown, m.	—	12663	"	Mullavilly (2).
—	12137	"	Glenravel, m.				
7	2	"	Largy, .	23	8089	Cavan, .	Belturbet, m.
—	4500	"	Taylorstown, North.				
8	10671	"	Castle-st., Convent.				
—	13037	"	St. Patrick's, f.	1	11162	Donegal, .	Tamney Robertson.
CA	5033	"	Massey, .				
—	11426	"	Whiteabbey, .	8	10346	Down, .	Largymore.
—	11432	"	Greencastle, m.	11	4811	"	Gilford Mill, m.
—	11433	"	Do, f.	—	4812	"	Do, f.
9	6983	"	Belfast Model, m.	—	9641	"	Maherally (2).
—	7362	"	Millford Street, f.	17	1246	"	Annabroough, m.
—	8056	"	St. Malachy's, Convent.	—	1436	"	Do, f.
—	8718	"	Millford Street, m.	—	3745	"	Shrigley, .
11	7355	"	Derrynasser, .	—	6024	"	Killyleagh, .
				—	10793	"	Drumane Mills.
				19	1608	"	Restrevor, m.
11	1747	Armagh, .	Aghacommon, .	—	5876	"	Rathfriland, m.
—	9719	"	Edward Street, Convent.	—	6442	"	Killowen, m.
—	12816	"	St. Vincent's,*				
—	12441	"	Pertadown, Convent.	7	2559	Leonderry	Galladuff.
15	2837	"	Maghery, .				
—	6184	"	English (J), .	6	11536	Tyrone, .	Slon Mills.
16	8166	"	Mullavilly, .	14	3587	"	Beragh, .
—	8437	"	Loughgall, .	—	12635	"	Cloughfin, Upper.
—	8702	"	Milford, .	—	5490	"	Roseavey, .
—	10490	"	St. Patrick's, .	—	5182	"	Drumlester, .

* This Evening School has a separate Roll No.

VL.—LIST of SEVENTY EVENING SCHOOLS in connexion on 31st December, 1887—continued.

District.	Roll No.	County.	School.	District.	Roll No.	County.	School.
15	2439	Tyrone,	Roan,	30	6512	Dublin,	Josephian,
-	10223	"	Newmills,	-	3007	"	St. Michael's, m.
-	11171	"	Annaghmore,	37	744	"	SS. Michael and John,
-	13437	"	Loy Convent,*	40	6978	"	Inchicore Model, m.
				-	3917	"	Kingsend, m.
60	11907	Cork,	SS. Peter and Paul's, m.				
-	11938	"	Do. f.				
-	5800	"	Blarney Village,	33	4332	Westmeath,	Moate,
49	7225	Waterford,	Mayfield,	32	3560	Galway,	Cornamona,
-	12522	"	Portlaw Convent,	-	10332	"	Inspool,
50	732	Dublin,	Central Model, m.				
-	5640	"	West Dublin Model, m.	21	7327	Mayo,	Rooskey,

* This Evening School has a separate Roll Number.

VII.—LIST of SIXTY-SEVEN VESTED SCHOOLS to which GRANTS for TEACHERS' RESIDENCIES have been made.

County.	School.	County.	School.	County.	School.
Armagh,	Townsend, N. T.	Cork,	Glenakulla,	Longford,	Longford,
Ditto,	Hamilton,	Ditto,	Walterstown,	Meath,	Kilcoom,
Ditto,	Cassells,	Ditto,	Chimneyfield,	Ditto,	Baconstown,
Cavan,	Derrydampf,	Kerry,	Derryconnyhy,	Queen's,	Abbeyleix, North,
Donegal,	Milford,	Ditto,	Portmagee,	Wexford,	Carricklynn,
Down,	Downshire,	Ditto,	Dramacarra,	Wicklow,	Lacken,
Fermanagh,	Brookeborough,	Ditto,	Glanmore,	Galway,	Lettergash, m.
Ditto,	Tempe,	Limerick,	Ballyloghane,	Ditto,	Ditto, f.
Ditto,	Mullinabartin,	Ditto,	Monaghy,	Ditto,	Clondryla,
Ditto,	Immarus,	Ditto,	Brures,	Ditto,	Gurrane,
Ditto,	Belleck,	Ditto,	Meenac,	Ditto,	New Inn,
L. Derry,	Gorren,	Tipperary,	Garryelagher,	Ditto,	Leam,
Tyrone,	Dunmoyle,	Waterford,	Faithlegg,	Ditto,	Treen,
Clare,	Scroful,	Ditto,	Ballinella,	Ditto,	Onagh,
Ditto,	Cleensdrum,	Carlow,	Rathanna,	Ditto,	Killenny,
Ditto,	Kilbaha,	Dublin,	Ringend,	Ditto,	Inishoor,
Cork,	Kilteasm,	Kildare,	Kilberry,	Ditto,	Inishmaine,
Ditto,	Kingwilliamstown, m.	Kilkenny,	Graine,	Ledrim,	Drumadara,
Ditto,	Ditto, f.	King's,	St. Cronan's,	Mayo,	Knocks,
Ditto,	Conren,	Ditto,	Bunn,	Ditto,	Longhammen,
Ditto,	Malbow,	Longford,	Moydow,	Ditto,	St. Columba's, Inish-
Ditto,	Clenakilly, m.	Ditto,	Killashree,	Ditto,	turk,
Ditto,	Knockarocletha,	Ditto,	Clenecan,	Ditto,	Aglish,

VIII.—LIST of NAMES of FORTY SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rules 52, 53, and 54 for Year ended 31st December, 1887.

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.
Antrim,	8	7059	Crumlin-road, Con-	Down,	19	9725	Rostrevor,
"	9	3056	St. Malachy's "	Monaghan,	24	5617	Carrickmacross, In-
Armagh,	19	7508	Canal-street,	Clare,	45	7299	Kilrush, f.

VIII.—LIST of NAMES of FORTY SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rules 52, 53, and 54, for Year ended 31st December, 1887—*continued.*

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.
Cork, . . .	55	10232	Kantork.	Dublin, . . .	40	721	Blackrock, f.
" . . .	59	8430	Shibbereen, Convent	" . . .	—	1365	Bectonstown.
" . . .	60	5940	Blackrock "	Kildare, . . .	44	4597	Atby, Convent.
" . . .	—	8414	Passage West.	Kilkenny, . . .	47	806	Kilkenny "
Limerick, . . .	51	570	St. Mary's.	King's, . . .	41	8932	Clara, f.
" . . .	—	6936	St. John's.	" . . .	—	—	—
" . . .	—	9296	Adare, f.	" . . .	—	—	—
" . . .	—	10684	Mount St. Vincent.	" . . .	—	—	—
" . . .	—	11197	Bruff, f.	Longford, . . .	28	857	Longford, Convent.
" . . .	52	6032	St. Catherine's.	Queen's, . . .	41	902	Croke-street, f.
" . . .	—	6569	St. Anne's.	" . . .	—	1856	Maryboro', f.
Tipperary, . . .	46	9432	Tipperary, Convent.	" . . .	—	7183	Mountmellick, f.
" . . .	53	8908	Pethard "	" . . .	44	6497	Stradbally, Convent.
" . . .	—	11668	Carrick-on-Suir, "	Wexford, . . .	49	967	New Ross (1), f.
Waterford, . . .	48	3228	Cappesquin Convent.	" . . .	—	9047	New Ross (2), f.
Carlow, . . .	44	656	Carlow Convent.	Galway, . . .	34	6795	Oranmore, f.
Dublin, . . .	40	6742	Warrenmount.	" . . .	—	4515	N. T. Smith Convent
				" . . .	35	6632	St. Vincent's.
				" . . .	—	6839	Ballinasloe, f.
				" . . .	42	8195	Gast, Convent.

APPENDIX K.

AGRICULTURAL SCHOOLS ON 31ST DECEMBER, 1887.

I.—AGRICULTURAL SCHOOLS under the exclusive MANAGEMENT of BOARD.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	A. R. P.	Discd
1	Dublin, . . .	—	Albert Training Institution, . . .	Glasnevin, . . .	178	3 24	30
2	Cork, . . .	6798	Munster (Cork), . . .	Cork, . . .	126	3 17	60
3	Fermanagh, . .	9071	Raniskillen School Garden*	Raniskillen, . . .	3	2 10	18

* Specially inspected for Agricultural Results by Agricultural Superintendent.

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm.	Date on which last Literary Results Period ended.
1	Armagh, . . .	16	4960	Poyntzpass, . . .	Poyntzpass, . . .	2 0 10	31. 3. 87
2	Do., . . .	—	4271	Tandiskey, . . .	Do., . . .	7 0 0	30. 4. 87
3	Do., . . .	—	4325	Drumhanagher, . . .	Do., . . .	1 0 0	31. 3. 87
4	Cavan, . . .	13	6997	Maxmagh, . . .	Blacklion, . . .	14 0 0	30. 4. 87
5	Do., . . .	24	7142	Doocarrick, . . .	Cootehill, . . .	1 3 0	31. 1. 87
6	Donegal, . . .	1	5863	Balleighan, . . .	Manorunningham, Strahane, . . .	30 2 0	30. 4. 87
7	Do., . . .	5	1735	Killybegs, . . .	Killybegs, . . .	3 2 20	31. 3. 87
8	Do., . . .	—	9660	Barroismore, . . .	Donegal, . . .	4 0 0	31. 3. 87
9	Do., . . .	1	4705	Dunleway, . . .	Derrybeg, . . .	13 0 0	30. 4. 87
10	Fermanagh, . .	13	3861	Curric, . . .	Lisbellaw, Raniskillen, . .	28 0 0	31. 3. 87
11	Londonderry, .	7	8935	Park, . . .	Park, Derry, . . .	9 3 1	31. 3. 87
12	Monaghan, . .	18	6821	Cormeen, . . .	Monaghan, . . .	11 0 22	31. 3. 87
13	Tyrone, . . .	15	10178	Benburb, . . .	Benburb, Moy, . . .	1 2 19	31. 3. 87
14	Do., . . .	—	9288	Parknasaur, . . .	Dungannon, . . .	17 3 0	31. 3. 87
15	Do., . . .	—	10203	Newmalls, . . .	Do., . . .	5 1 36	31. 3. 87
16	Do., . . .	6	8408	Clare, . . .	Castlederg, . . .	28 3 0	31. 3. 87
17	Do., . . .	7	3993	Legeloughan, . .	Cannagh, . . .	19 3 20	31. 3. 87
18	Clare, . . .	51	448	Parteen, . . .	Limerick, . . .	2 1 7	31. 1. 87
19	Do., . . .	42	10886	Tubber, . . .	Tubber, Gort, . . .	10 3 38	31. 1. 87
20	Do., . . .	45	8341	Scropan, . . .	Mullough, Miltown-Malbay, .	2 0 0	28. 2. 87
21	Do., . . .	42	12389	Duglawn, . . .	Cahir, Scariff, . . .	14 2 4	31. 1. 87
22	Cork, . . .	38	5700	Clonkeen, . . .	Leap, . . .	8 0 0	31. 1. 87
23	Do., . . .	—	10703	St. Edmund's, . .	Dunmanway, . . .	6 0 0	31. 1. 87
24	Kerry, . . .	57	7813	Dirreendarragh, .	Kenmare, . . .	4 0 0	31. 1. 87
25	Do., . . .	58	6091	Lansdowne, . . .	Do., . . .	7 0 0	31. 1. 87
26	Do., . . .	57	8231	Succem, . . .	Succem, . . .	6 0 0	31. 1. 87
27	Do., . . .	—	8549	Ballinkelligs, . .	Caharciveen, . . .	11 0 0	31. 1. 87
28	Do., . . .	58	11748	Glasmore, . . .	Kenmare, . . .	5 2 0	31. 3. 87
29	Limerick, . . .	52	4467	Killacolla, . . .	Braroa, . . .	10 0 0	31. 1. 87
30	Waterford, . .	48	6720	Carriglen, . . .	Dungarvan, . . .	3 2 0	31. 1. 87
31	Carlow, . . .	47	5808	Garryhill, . . .	Bagnalstown, . . .	11 2 10	31. 1. 87

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT—continued.

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm.	Date on which last Literary Results Period ended.
						A. B. P.	
32	Kilkenny,	53	4881	Ballyglass,	Piltown,	3 3 24	28. 2. 87
33	Doitto,	49	6919	Clannmore,	Doitto,	3 1 0	31. 1. 87
34	Doitto,	53	6189	Piltown,	Doitto,	8 1 20	31. 1. 87
35	Doitto,	49	5251	Woodstock,	Innistigue,	8 2 35	30. 4. 87
36	Meath,	29	6592	Woodpole,	Kells,	15 0 0	28. 2. 87
37	Westmeath,	33	981	Ballinvalley,	Delvin,	6 2 0	28. 2. 87
38	Galway,	36	8254	Esker, No. 2,	Banagher,	8 2 20	31. 1. 87
39	Doitto,	32	8965	Williamstown,	Williamstown, Castleroa,	9 0 0	31. 1. 87
40	Doitto,	35	10488	Killashelan,	Caltra, Ballinasloe,	3 1 0	28. 2. 87
41	Leitrim,	12	5850	Kilmore,	Drumkeeran,	4 0 0	30. 4. 87
42	Mayo,	20	4692	Carrageena,	Knockmore, Foxford,	9 0 0	31. 3. 87
43	Doitto,	21	1412	Deocastle,	Bunninadden, Ballymote,	1 2 19	31. 3. 87
44	Doitto,	-	12572	Beuna,	Ballygladreen,	2 3 0	31. 3. 86
45	Doitto,	32	5139	Lebach,	Hollymount, Mayo,	6 0 0	28. 2. 87
46	Doitto,	20	5238	Lisaniska,	Knockmore, Foxford,	1 5 0	31. 3. 87
47	Doitto,	-	6942	Carrowmore			
				Palmer,	Rathacken, Ballina,	3 3 0	29. 4. 87
48	Doitto,	21	11920	Callow,	Foxford,	1 3 0	31. 3. 87
49	Roscommon,	27	16218	North Yard,	Strokestown,	5 0 0	28. 2. 87
50	Doitto,	-	7292	Ballymurray,	Ballymurray, Roscommon,	20 0 0	31. 1. 87
51	Sligo,	20	9608	Doonfin,	Skreen, Sligo,	3 0 0	30. 4. 87
52	Doitto,	-	4106	Kilrushcote,	Templeboy, Ballisodare,	13 0 0	31. 3. 87
53	Doitto,	12	16473	Calry,	Barr, Sligo,	1 0 0	29. 4. 87
54	Doitto,	22	2536	Clanlough,	Boyle,	4 0 0	31. 3. 87
55	Doitto,	20	3138	Ballaughtanta,	Dromard, Ballisodare,	11 0 0	28. 2. 87

III.—SCHOOL GARDENS under LOCAL MANAGEMENT in connexion with BOARD.

No.	County.	Dist No.	Roll No.	School.	Post Town.
1	Armagh,	16	9271	Lisdrumchor,	Markethill.
2	Cavan,	23	12064	Cloncedid,	Loughduff.
3	Doitto,	-	11084	Ballyhaise, Upper,	Ballyhaise.
4	Donegal,	1	5230	Oscaroy,	Conroy, Rathon.
5	Doitto,	5	4608	Bruckless,	Dunkineely.
6	Doitto,	6	8035	Drumhag,	Stralane.
7	Down,	11	80	Magheraberry,	Mena.
8	Monaghan,	23	10934	Roran,	Drimmully, Clones.
9	Doitto,	10	7308	Barrattitoppy,	Scotstown.
10	Doitto,	-	10574	Ballibey,	Ballibey.
11	Tyrone,	6	9868	Loughash,	Gortin.
12	Doitto,	15	4719	Aughadarragh,	Augher.
13	Doitto,	-	10035	Killymen,	May.
14	Clare,	51	6317	Derrynaveigh,	O'Callaghan's Mills.
15	Cork,	55	1867	Castletymna,	Fermoy.
16	Doitto,	58	5367	Adrigole,	Bantry.
17	Doitto,	60	12676	Clogheen,	Cathedral, Cork.
18	Limerick,	52	7222	Bonegus,	Croom.
19	Tipperary,	43	2328	Mardyke,	Thurles.
20	Carlow,	47	11347	Kilgreany,	Bagnalstown.
21	Dublin,	30	4600	Portrane,	Danahoe.
22	Kilkenny,	49	11492	Inistige (2),	Thomastown.
23	Kings,	41	8968	Ballycowran,	Tullamore.
24	Wicklow,	40	11353	Enniskerry,	Enniskerry.
25	Galway,	42	9773	Loughcutra,	Loughcutra, Gort.
26	Mayo,	32	6945	Bekan,	Ballyvaun.
27	Roscommon,	21	4100	Loughglyn,	Castleroa.
28	Sligo,	20	3337	Tubhervunna,	Skreen.

Co. Fermanagh, Enniskillen School Garden is connected with the Model Farm.

APPENDIX L.

I.—LIST of BUILDING APPLICATIONS aided during the year 1887, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD of WORKS for Report on Site as described in Lease Queries till transmission of Plans to Applicant.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Address of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
* ANTRIM :			£ s. d.			
Ballylough, .	14. 6. 87	15. 7. 87	284 6 8	4. 8. 87	9. 8. 87	Manager's plans approved 31. 1. 88
St. Columba's, .	16. 8. 87	14. 10. 87	288 6 8	3. 12. 87	6. 12. 87	25. 6. 88
Seaview, m. & f.	13. 9. 87	28. 10. 87	375 6 8	3. 4. 88	7. 4. 88	
ARMAUGH :						
Hill-st. (Largan) m. and f.	15. 4. 87	16. 4. 87	383 13 4	1. 9. 87	3. 9. 87	12. 10. 87
Lower Adnaville, .	26. 4. 87	26. 6. 87	185 18 4	9. 9. 87	26. 10. 87	12. 11. 87
Ellenderry, & f.	10. 2. 87	2. 4. 87	789 15 0	3. 11. 87	7. 11. 87	14. 11. 87
CAYN :						
Kellderry, .	4. 12. 86	21. 1. 87	264 1 8	19. 2. 87	26. 7. 87	5. 8. 87
Aghakoe, .	5. 5. 87	29. 4. 87	257 8 4	26. 5. 87	9. 6. 87	27. 6. 87
Kilcoy, m. & f.	13. 4. 87	13. 5. 87	580 14 4	1. 10. 87	7. 10. 87	18. 10. 87
Tullycassan, .	23. 4. 87	27. 5. 87	265 6 8	12. 9. 87	28. 9. 87	18. 10. 87
Larsh, . m.	17. 5. 87	23. 5. 87	256 0 4	9. 9. 87	12. 9. 87	25. 10. 87
Drumcrow, .	28. 7. 87	24. 8. 87	258 13 7	Lease not yet executed.	yet executed.	—
Belturbet Court.	14. 6. 87	15. 9. 87	340 5 0	Lease not yet executed.	yet executed.	—
DONOGAL :						
Stranorlar, m., f., and inf.	10. 11. 86	31. 12. 86	517 18 8	30. 4. 87	5. 5. 87	14. 5. 87
Nuala, m.	20. 1. 87	8. 3. 87	299 12 8	26. 10. 87	1. 11. 87	22. 2. 88
Kilkeany, .	23. 9. 87	8. 12. 87	221 12 0	Lease not yet executed.	yet executed.	—
DOWN :						
Bangor, m. & f.	31. 3. 87	—	403 6 8	2. 7. 87	8. 7. 87	Manager's plans approved
Roostrevor, m.	11. 7. 87	27. 8. 87	277 0 0	Lease not yet executed.	yet executed.	—
FERRISBURGH :						
Eniskillen Convent.	9. 3. 87	9. 4. 87	649 14 8	13. 5. 87	16. 5. 87	14. 7. 87.
Mulnaska, .	14. 4. 87	27. 5. 87	265 6 4	22. 10. 87	28. 10. 87	12. 11. 87
Aghakilly-macdon, m.	8. 9. 87	14. 10. 87	341 8 4	16. 12. 87	11. 1. 88	3. 2. 88
Aghakilly-macdon, f.						
LONDONDERRY :						
Desertmartin, .	26. 1. 87	28. 3. 87	280 0 0	7. 9. 87	8. 9. 87	1. 10. 87
Caradilly Glen, .	14. 7. 86	21. 10. 86	236 17 4	14. 11. 87	26. 11. 87	23. 2. 88
Rocktown, .	10. 8. 87	—	214 6 8	28. 11. 87	29. 11. 87	31. 1. 88
St. Malachy's, m. and f.	6. 6. 87	17. 6. 87	415 0 0	7. 1. 88	12. 1. 88	29. 2. 88
Richardson Memorial, m. and f.	27. 8. 87	22. 10. 87	405 0 0	10. 3. 88	14. 8. 88	15. 5. 88
TROSBY :						
Tattysallagh, .	3. 11. 86	7. 1. 87	211 12 4	12. 3. 87	19. 3. 87	7. 4. 87
Strawsonklemartin, .	1. 3. 87	30. 3. 87	216 6 0	31. 5. 87	15. 6. 87	5. 7. 87
Galtally, m. & f.	16. 5. 86	17. 8. 86	501 6 8	5. 6. 87	Extension of site not approved yet.	—

I.—LAST of BUILDING APPLICATIONS aided during the year 1887, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD of WORKS for REPORT on Site as described in Lease Queries till transmission of Plans to Applicant—continued.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
CLARE:			£ s. d.			
Chungulane, m. and f.	8.11.86	30. 3.87	503 5 4	9. 6.87	11. 6.87	8. 7.87
Kilrush Convent,	9. 2.87	8. 3.87	815 19 2	5.11.87	15.11.87	Manager's plans approved
Fuora, . . .	12. 1.87	16. 2.87	269 11 10	4. 5.87	7. 6.87	1. 7.87
Labesheeda, m.&f.	2. 3.87	28. 3.87	331 15 1	12. 5.87	14. 5.87	10. 6.87
Ballyea, m. & f.	2. 4.87	10. 5.87	350 7 4	8. 7.87	16. 7.87	6. 8.87
Drumdugeess, m. and f.	4. 7.87	14. 7.87	442 19 11	12.10.87	17.10.87	4.11.87
Gorthalsfarm m.&f.	17. 5.87	28. 6.87	349 0 3	12.10.87	17.10.87	7.11.87
Ballyear, . . .	22. 7.87	16. 9.87	178 17 2	4. 6.87	12. 6.87	29. 6.88
CORK:						
Crossmahon, m. and f.	26. 1.87	12. 3.87	241 10 8	17. 5.87	24. 6.87	15. 7.87
Knockraha, m.&f.	25.11.86	1.12.86	640 5 4	17. 5.87	18. 6.87	5. 7.87
Kilbushleigh, m. and f.	11. 2.87	13. 3.87	599 5 4	Lease not yet executed.		—
Norwood Convt.	29. 5.87	2. 7.87	443 15 4	13. 9.87	8.10.87	22.10.87
Anahemtha, . . .	13. 4.87	16. 6.87	259 11 4	7. 6.88	9. 6.88	Not sent yet
Carrigaline, m.&f.	29. 8.87	7.10.87	568 11 4	23.11.87	25.11.87	25. 2.88
Derrinacahare, m. and f.	27. 8.87	—	406 18 8	7. 1.88	11. 1.88	22. 2.88
St. Patrick's Convent, m. l.	18.10.86	19.11.86	407 19 6	3.12.87	6.12.87	Manager's plans approved
KERRY:						
Killarney Convt.	22.12.86	8. 2.87	1,555 3 4	15. 4.87	19. 4.87	Manager's plans approved
Callinacorney, m. and f.	2. 5.87	30. 6.87	429 11 10	16. 9.87	24. 9.87	19.10.87
Moyderwell Con.	13. 8.87	16. 9.87	949 8 8	26.11.87	30.11.87	Manager's plans approved
Murhur, m. & f.	29. 9.87	10.11.87	734 18 8	6.12.87	9.12.87	25. 2.88
Caheriveen Con.	18. 4.87	13. 7.87	851 2 3	18. 2.88	28. 2.88	27. 3.88
LIMERICK:						
Kilteely, m. & f.	14. 8.87	15. 7.87	565 18 0	5.11.87	12.11.87	22. 2.88
Lowtown, m. & f.	3. 6.87	15. 7.87	487 0 0	28.10.87	1.11.87	Manager informed he must submit his own plans
Knockmasa, f.	18. 6.87	5. 7.87	148 18 4	Already leased	29. 7.87	16. 8.87
St. Mary's Convent, m. l.	4. 7.87	22. 8.87	598 18 8	4.10.87	8.10.87	Manager's plans approved
TIPPERARY:						
Borrisokane Con.	16.11.86	3. 2.87	433 17 7	7. 4.87	16. 4.87	8. 6.87
New Inn Convt. f.	15. 8.87	6. 4.87	341 15 0	11. 6.87	14. 6.87	14. 6.87
Commoalins, . . .	0. 9.87	7.10.87	225 9 9	2.12.87	19. 3.88	21. 4.88
CARLOW:						
Tullow Convent.	25. 1.87	9. 2.87	649 8 5	10.12.87	16.12.87	7. 2.88
Cloosmore, m. & f.	29. 8.87	22. 9.87	392 14 8	15.11.87	11. 1.88	7. 2.88
DUBLIN:						
St. Andrew's, i.	16. 8.86	20.10.86	194 13 4	15. 3.87	21. 3.87	Manager's plans approved
Lacan Convent,	1.12.86	15. 2.87	765 13 4	Lease not yet executed.		—

I.—LIST of BUILDING APPLICATIONS aided during the year 1887, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD of WORKS for REPORT on Site as described in Lease Queries till transmission of Plans to Applicant—*continued.*

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
KILDARE:			£ s. d.			
Athgarra,	22. 11. 86	22. 11. 86	277 2 4	22. 3. 87	24. 3. 87	15. 4. 87
St. Michael's Convent.	22. 9. 86	14. 11. 86	263 4 1	Lease not yet executed.		—
KILKENNY:						
Cloggan, m. & f.	25. 9. 86	11. 1. 87	401 5 7	3. 8. 87	7. 3. 87	9. 3. 87
Harristown, m. & f.	1. 6. 86	19. 5. 86	291 9 11	1. 10. 67	6. 10. 87	27. 10. 87
Glanmore, m. & f.	25. 1. 87	12. 3. 87	262 15 0	1. 9. 87	5. 9. 87	24. 9. 87
Ballyfoyle, m. & f.	26. 8. 87	26. 9. 87	392 12 5	24. 11. 87	26. 11. 87	20. 12. 87
KING'S:						
Darrow, m.	15. 8. 86	23. 10. 86	126 10 0	19. 11. 87	23. 11. 87	20. 12. 87
St. Reynagh's Convent.	10. 8. 66	2. 6. 86	434 4 8	16. 2. 88	29. 2. 88	20. 4. 88
Coolberry, m. & f.	27. 6. 87	14. 7. 87	333 9 7	24. 10. 87	1. 11. 87	15. 12. 87
LONGFORD:						
Doonac,	11. 10. 86	20. 10. 86	266 0 4	19. 9. 87	14. 9. 87	6. 10. 87
Clondara,	5. 9. 87	12. 10. 87	256 13 4	7. 2. 88	6. 2. 88	23. 2. 88
QUEEN'S:						
Coots-street, Convent.	29. 10. 86	13. 1. 87	555 14 8	22. 4. 87	26. 4. 87	27. 5. 87
Maryboro' do.	2. 3. 87	22. 3. 87	345 13 4	25. 4. 87	26. 4. 87	7. 6. 87
WESTMEATH:						
Mount Temple, m. and f.	7. 12. 86	11. 12. 86	427 3 4	6. 4. 87	5. 5. 87	10. 10. 87
St. Mary's Convt	8. 3. 87	7. 4. 87	393 2 3	Site already leased.		25. 7. 87
WEXFORD:						
Court,	20. 10. 66	11. 1. 87	234 10 7	3. 3. 87	29. 3. 87	15. 4. 87
WICKLOW:						
Rathmow,	22. 6. 87	14. 7. 87	308 11 1	7. 11. 87	15. 11. 87	14. 12. 87
GALWAY:						
Eyrehill,	6. 9. 86	15. 9. 86	271 16 4	20. 2. 88	22. 2. 88	27. 3. 88
Leitra, m. and f.	22. 11. 86	20. 1. 87	590 4 5	22. 2. 87	25. 2. 87	15. 3. 87
Coolagh,	10. 11. 86	18. 1. 87	227 15 7	8. 3. 87	8. 4. 87	22. 4. 87
Oranmore, Convt.	6. 12. 86	24. 1. 87	423 9 0	9. 4. 87	14. 4. 87	Manager's plans approved
Spiridial, m.	6. 2. 87	26. 2. 87	224 0 0	31. 3. 87	6. 4. 87	6. 4. 87
Chinabroon,	16. 1. 87	22. 5. 87	187 6 8	13. 6. 87	16. 6. 87	13. 7. 87
Carra, m.	26. 2. 87	23. 4. 87	256 13 4	22. 6. 87	25. 6. 87	13. 7. 87
Toomey,	7. 3. 87	10. 3. 87	226 16 8	13. 7. 87	9. 8. 87	22. 8. 87
Lettermullen Island.	21. 2. 87	16. 4. 87	265 12 0	8. 6. 87	9. 6. 87	9. 7. 87
Bullaun,	10. 11. 86	13. 1. 87	219 11 1	20. 7. 87	14. 9. 87	12. 8. 87
Oughterard Con.	1. 3. 87	12. 3. 87	647 13 4	16. 7. 87	20. 7. 87	Manager's plans approved
Thorne, m. & f.	27. 8. 87	16. 9. 87	345 10 0	9. 11. 87	14. 11. 87	22. 11. 87
Drin,	27. 8. 87	16. 9. 87	225 4 2	9. 11. 87	14. 11. 87	15. 12. 87
Ballyroe, m. & f.	1. 10. 87	19. 11. 87	412 0 0	29. 2. 88	3. 3. 88	5. 4. 88

I.—LIST OF BUILDING APPLICATIONS aided during the year 1887, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD OF WORKS for REPORT on Site as described in Lease Queries till transmission of Plans to Applicant—continued.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
			£ s. d.			
LEITRIM:						
Ardboher, . . .	25. 4. 87	21. 5. 87	237 6 0	23. 9. 87	27. 9. 87	13. 10. 87
Rosny, . . .	10. 11. 86	10. 12. 86	263 17 4	9. 3. 87	14. 3. 87	29. 3. 87
Moynmore, . . .	17. 6. 87	14. 7. 87	204 8 0	7. 10. 87	10. 10. 87	4. 11. 87
Glencar, . . .	22. 11. 86	27. 11. 86	202 8 0	5. 4. 87	12. 4. 87	22. 4. 87
MAYO:						
Lecarrow, . . .	15. 4. 87	7. 5. 87	250 10 0	20. 5. 87	25. 5. 87	8. 9. 87
St. Mary's, m. & f.	20. 5. 87	30. 6. 87	435 2 0	9. 8. 87	17. 8. 87	25. 8. 87
Canbreck, m. & f.	23. 5. 87	2. 7. 87	450 13 4	17. 8. 87	1. 9. 87	25. 9. 87
Heathfield, . . .	5. 5. 87	30. 6. 87	197 18 6	19. 10. 87	17. 10. 87	9. 11. 87
Glencallen, . . .	8. 1. 86	11. 1. 86	185 0 0	26. 3. 87	31. 3. 87	22. 4. 87
Derroodalsberg, m. and f.	4. 6. 87	27. 7. 87	340 13 4	12. 9. 87	10. 11. 87	22. 11. 87
Kilbride, . . .	6. 7. 87	18. 8. 87	221 10 6	30. 1. 88	1. 2. 88	27. 2. 88
Mount Pleasant, m. and f.	25. 7. 87	26. 9. 87	423 13 4	9. 11. 87	1. 5. 88	18. 4. 88
Ballinrobe, Convt.	19. 7. 87	15. 9. 87	722 3 8	14. 12. 87	11. 1. 88	5. 5. 88
Lieduff, m. and f.	2. 6. 87	30. 6. 87	382 15 7	6. 12. 87	17. 12. 87	7. 4. 88
Killaralla, m.	20. 8. 87	1. 10. 87	255 18 6	10. 3. 88	14. 3. 88	Notification of Grant not received by Board of Works.
St. James's, m. and f.	18. 9. 87	8. 11. 87	297 15 7	25. 1. 88	18. 2. 88	27. 3. 88
Faly, m. and f.	8. 11. 87	5. 12. 87	240 17 9	23. 3. 88	28. 3. 88	20. 4. 88
Lator, St. Joseph's m. & f.	8. 11. 87	3. 12. 87	267 18 6	Lease not yet executed.		—
St. Patrick's, m.	1. 9. 86	6. 10. 86	613 13 5	1. 8. 87	9. 8. 87	Manager's plans approved
Seefin, f.	17. 11. 86	1. 2. 87	246 0 0	Site already leased.	12. 2. 87	24. 2. 87
Cullenmore, . . .	5. 10. 86	4. 2. 87	181 5 7	1. 3. 87	6. 4. 87	22. 4. 87
Lettermoghara, . . .	11. 12. 86	7. 3. 87	163 17 2	9. 4. 87	18. 5. 87	10. 6. 87
Stragh, . . .	2. 3. 87	26. 3. 87	261 0 5	22. 6. 87	25. 6. 87	13. 7. 87
Iniskeen, . . .	9. 7. 86	25. 3. 87	184 17 2	2. 6. 87	15. 6. 87	10. 7. 87
Brocklown, m. & f.	2. 3. 87	2. 4. 87	575 8 11	28. 5. 87	27. 6. 87	24. 6. 87
Kilkeilly, m. & f.	5. 2. 87	30. 3. 87	716 4 4	12. 5. 87	22. 6. 87	22. 10. 87
Doonagh, m. & f.	26. 10. 86	16. 2. 87	421 16 11	—	—	—
ROSCOMMON:						
St. Joseph's, . . .	18. 4. 87	7. 5. 87	271 3 4	25. 7. 87	29. 7. 87	1. 9. 87
Killomed, . . .	6. 6. 87	17. 6. 87	260 8 4	22. 12. 87	11. 1. 88	22. 2. 88
Croghan, m. & f.	1. 4. 87	4. 5. 87	316 11 8	20. 12. 87	18. 2. 88	27. 3. 88
Cloonfower, m. and f.	19. 7. 87	15. 9. 87	412 4 8	5. 12. 87	9. 12. 87	23. 2. 88
SLIGO:						
Delmina, m. & f.	30. 8. 87	25. 10. 87	582 0 0	11. 1. 88	17. 1. 88	27. 2. 88

II.—LIST OF VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1887, with Tabulation, showing the Progress made in Executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager.

COUNTY.	District.	Roll No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmittal of Plans and Specifications to Managers by Board of Works.
Kerry.	57	12875-8	Douglas, . m. and f.	20.12.86	6. 1.87	£ s. d. 9 0 0	14. 1.87	Work done in anticipation.
Clare.	45	10757	Doora, . . .	18.12.86	8. 1.87	6 13 4	26. 1.87	7. 2.87
Kerry.	54	4461	O'Donoghue, . . .	8.12.86	21. 1.87	5 8 0	26. 1.87	5. 2.87
Limerick.	39	3231-2	Glin, . . m. and f.	1.12.86	21. 1.87	37 0 0	7. 2.87	25. 2.87
Cork.	61	421	Counkilly, . . .	6.12.86	21. 1.87	25 6 8	27. 1.87	15. 2.87
Galway.	55	8379	Gortanumera, . . .	24. 9.86	6. 1.87	80 0 0	26. 1.87	8. 3.87
Caran.	23	13239-65	St. Joseph's, m. and f.	22.11.86	16. 2.87	32 0 0	3. 3.87	No plans.
Armagh.	16	12790	Townsend, . . .	18.12.86	23.12.86	20 13 4	12. 1.87	No plans.
Kerry.	57	13051	Killarney, . Conv.	7. 2.87	26. 2.87	36 13 4	3. 3.87	23. 3.87
Cork.	59	9647-8	Bauravilla, . m. and f.	21.12.86	7. 2.87	123 4 8	25. 2.87	15. 4.87
Do.	-	11274-5	Gurrane, . m. and f.	27. 1.87	4. 3.87	125 5 7	11. 3.87	15. 4.87
Mayo.	20	12506	Carranaglouh, . . .	20.10.86	25. 2.87	4 2 3	11. 3.87	No plans.
Tipperary.	48	10200	Garryclogher, . . .	—	5. 3.86	9 8 0	3. 2.87	5. 8.86
Fermanagh.	18	3267	Grove, . . .	9. 2.87	19. 2.87	1 6 8	4. 3.87	25. 3.87
Caran.	23	13100-1	Drunkilly, . m. and f.	8.12.86	11. 3.87	9 0 0	19. 3.87	No plans.
Mayo.	26	13148	St. Columbkille's, . . .	6. 4.86	11. 3.87	6 0 0	21. 3.87	No plans.
Galway.	54	4961	Kilkerin, . . .	17. 1.87	28. 2.87	4 0 0	26. 3.87	Work done in anticipation.
Kerry.	58	5235	Shelbourne (1), . . .	12. 2.87	14. 3.87	52 0 0	21. 3.87	22. 4.87
Cork.	59	3845	Abbey, . . m.	31. 1.87	10. 3.87	17 10 8	22. 3.87	23. 3.87
Do.	52	1278	Charleville, . . .	1. 2.87	11. 3.87	5 13 4	25. 3.87	15. 4.87
Do.	55	13286-7	Tirelton, . m. and f.	9. 3.87	13. 4.87	7 4 8	22. 4.87	No plans.
Clare.	42	2155-6	Kilfenora, . m. and f.	15.11.86	18. 1.87	129 6 8	25. 4.86	12. 7.86
Waterford.	43	12911	Lismore, . Conv.	26. 3.87	6. 4.87	16 4 8	26. 4.87	No plans.
Do.	43	12911	Do., . . .	15. 1.87	16. 3.87	10 18 11	20. 4.87	No plans.
Derry.	7	2636	Lennaroy, . . .	12. 1.87	28. 1.87	0 15 8	6. 5.87	24. 6.87
Roscommon.	22	12600	Carrigeenroe, . . .	14. 4.87	4. 5.87	6 13 4	20. 5.87	No plans.
Mayo.	20	12722	Glencastle, . . .	26. 2.87	4. 4.87	40 4 0	23. 4.87	28.10.86
Do.	-	4795	Lankill, . . .	14. 3.87	4. 4.87	8 0 0	27. 4.87	27.10.86
Dublin.	37	12952-3	St. Kevin's, f. and inf.	31. 1.87	19. 4.87	537 7 7	3. 5.87	31. 7.85
Leitrim.	31	13010-1	Kilmore, . m. and f.	27. 4.87	7. 5.87	14 0 0	21. 5.87	No plans.
Antrim.	84	11862	Sullagh, . . .	10. 5.87	14. 5.87	120 0 0	10. 6.87	29. 6.87
Leitrim.	12	12972	Tullycavan, . . .	27. 4.87	27. 5.87	17 9 0	11. 6.87	No plans.
Westmeath.	83	12862	Glendana, . . .	—	28. 5.87	8 5 0	16. 6.87	No plans.
Cork.	61	4186-7	Berring's, . m. and f.	16. 4.87	25. 5.87	44 12 8	13. 8.87	13. 7.87
Fermanagh.	18	9913	Tempe, . . .	18. 4.87	9. 6.87	53 6 8	8. 7.87	8. 9.87
Sligo.	22	10422-8	Coolavin, . m. and f.	16. 5.87	27. 5.87	220 0 0	17. 6.87	5. 8.87
Caran.	23	12908-4	St. Patrick's (Gowna), . . .	20. 5.87	10. 6.87	6 10 0	17. 8.87	No plans.
Leitrim.	31	13122	Tullyvacan, . . .	26. 5.87	7. 6.87	0 13 4	17. 6.87	No plans.
Kerry.	57	2017, 10429	Fricks, . m. and f.	7. 8.87	31. 9.87	12 6 8	17. 8.87	16. 7.87

II.—LIST of VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1887, with Tabulation, showing the Progress made in executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager—*continued.*

COUNTY.	District.	Roll No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimates from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Manager by Board of Works.
						£ s. d.		
Kerry.	58	5423	Goulane, . . .	4. 8. 87	11. 6. 87	17 6 8	23. 6. 87	4. 8. 87
Do.,	39	10545	Rathmorrel, . .	17. 6. 87	25. 6. 87	3 6 8	1. 7. 87	21. 7. 87
Mayo.	26	13313	St. Patrick's (Clare Island).	18. 6. 87	25. 6. 87	6 0 0	12. 7. 87	No plans.
Kerry.	57	12824-5	Dungeoil, . m. and f.	18. 6. 87	1. 7. 87	15 12 8	8. 7. 87	No plans.
Leitrim.	29	12940	Carrick-on-Shannon, .	24. 6. 87	1. 7. 87	20 0 0	28. 7. 87	5.11.87
Cork.	52	7138-7373	Meelin, . m. and f.	26. 4. 87	14. 6. 87	129 4 0	27. 7. 87	29.10.87
Do.	53	13039	Reentrisk, . . .	8. 6. 87	13. 7. 87	10 15 0	25. 7. 87	No plans.
Kerry.	59	11067-8	Dungh, . m. and f.	23. 6. 87	22. 7. 87	258 13 4	8. 7. 87	8. 9. 87
Galway.	37	5472	Kilroe, . . .	4. 8. 86	2. 7. 87	02 0 0	19. 8. 87	29. 9. 87
Kerry.	59	10531-2	Devergin, . m. and f.	17. 6. 87	19. 7. 87	7 9 8	8. 8. 87	7. 9. 87
Do.,	-	10535	Lisleton, . . .	17. 6. 87	19. 7. 87	12 0 0	8. 8. 87	7. 9. 87
Cork.	54	9819-9937	Clonrea, . m. and f.	4. 7. 87	21. 7. 87	157 2 10	6. 8. 87	14. 9. 87
Do.,	59	13159-60	Lisavard, . . .	26. 6. 87	9. 7. 87	17 4 0	22. 8. 87	29. 9. 87
Do.	61	4186-7	Berringa, . m. and f.	20. 6. 87	21. 7. 87	22 7 2	17. 8. 87	14. 9. 87
Rosecommon.	29	13143-4	Mt. Allen, . m. and f.	11. 8. 86	4. 8. 87	17 1 6	29. 8. 87	No plans.
Kerry.	57	7842	Kilgobnet, . . f.	15. 4. 87	30. 6. 87	38 0 0	15. 9. 87	7.10.87
Mayo.	26	9813	Drumalide, . . .	11. 8. 87	20. 8. 87	1 4 0	8. 9. 87	7.10.87
Do.,	-	13281-2	Treenaglectragh, m. & f.	15. 8. 87	23. 8. 87	5 11 2	7. 9. 87	Work done in anticipation.
Kerry.	57	10659	Tiershanahan, . .	9. 5. 87	30. 6. 87	80 0 0	3. 9. 87	7.10.87
Clare.	42	7573	Carron, . . .	29.10.86	12. 8. 87	36 0 0	13. 9. 87	24.11.87
Galway.	-	13206	Gort, . . Convent	16. 8. 87	29. 8. 87	23 4 6	9. 9. 87	No plans.
Clare.	45	4951-2	Moy, . . m. and f.	2. 6. 87	30. 8. 87	114 6 0	10. 9. 87	14. 9. 87
Kilkenny.	47	13264	St. Patrick's, . m.	19. 7. 87	28. 7. 87	81 12 0	15. 8. 87	28. 9. 87
Edmund.	52	4471	Drehidtaruna, . .	28. 7. 87	19. 8. 87	2 0 0	7. 9. 87	23. 9. 87
Clare.	45	10191	Coort, . . .	16. 8. 87	20. 8. 87	5 10 0	22. 9. 87	24.10.87
Do.,	-	2281-2	Kilree, . m. and f.	1. 9. 87	18. 8. 87	27 12 0	22. 9. 87	25.10.87
Fermanagh.	13	3145	Immerae, . . .	23. 8. 87	12. 9. 87	27 14 3	12.10.87	24.10.87
Tipperary.	42	4600	Templederry, . .	10. 9. 87	16. 9. 87	118 7 3	25.10.87	22.12.87
Cork.	59	8377-8	Drinagh, . m. and f.	—	20. 9. 87	13 16 0	21.10.87	7.11.87
Tyrone.	6	1380	Lught, . . .	17. 9. 87	4.10.87	6 0 0	19.10.87	28.10.87
Leitrim.	31	13122	Hollymount, Tully-vacan.	10. 8. 87	15. 9. 87	1 0 0	19.10.87	No plans.
Galway.	35	2399	Lakyle, . . .	—	27. 9. 87	17 0 0	25.10.87	13.12.87
Clare.	42	10907-8	Corofin, . m. and f.	21. 9. 86	8.10.87	47 13 0	23.10.87	No plans.
Wexford.	50	4479	Carrickhyrne, . .	22. 9. 87	7.10.87	3 0 0	22.10.87	9.11.87
Tipperary.	53	13197	Carrick-on-Suir, Convt.	18. 2. 87	6.10.87	36 5 7	20.10.87	No plans.
Armagh.	25	4416-8 & 11911	Crossmaglen, m. f. & i.	25. 8. 87	5.10.87	43 17 4	3.11.87	22.11.87
Dublin.	37	18358	St. Audon's, . .	20. 9. 87	21.10.87	4 6 8	2.11.87	No plans.
Clare.	52	10697	Drumcharley, . .	16. 8. 86	20.10.87	8 19 0	17.11.87	No plans.

II.—LIST of VESTED SCHOOLS to which Grants for IMPROVEMENTS were made during 1887, with Tabulation, showing the Progress made in executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager—*continued*.

COUNTY.	District.	Ball No.	School.	Date of Reference to Board of Works	Date of Receipt of Report and Estimates from Board of Works	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Managers by Board of Works.
						£ s. d.		
Cork,	61	13258	Clonakilly, (I) m.	13.10.87	21.10.87	42 0 0	7.11.87	25. 2. 87
Sligo,	22	13261	Drinacormack, . .	12.10.86	3.11.87	2 6 8	17.11.87	No plans.
Rooscommon	27	4490-1	Clonafree, . m. and f.	24. 9. 87	22.10.87	84 5 6	15.11.87	22. 2. 88
Clare,	45	2381-2	Kilkece, . m. and f.	1.10.87	8.11.87	2 0 0	23.11.87	22. 2. 88
Tyrone,	14	7494	Eske, . . .	8.10.87	19.11.87	33 8 8	25.11.87	8. 2. 88
Fernsagh	-	9786	Lack, . . .	16. 8. 87	1. 9. 87	4 0 0	25.11.87	22. 2. 88
Kilkenny,	49	4477-8	Brownstown, m. and f.	9. 8. 87	12.11.87	17 0 0	26.11.87	13.12.87
Mayo,	20	12034-5	Foxford, . m. and f.	3.11.87	25.11.87	54 0 0	5.12.87	27. 3. 88
Keery,	57	12675-6	Douglas, . m. and f.	—	24.11.87	2 13 4	—	22. 2. 88
Mayo,	21	4793-4	Lewpark, . . .	19.11.87	7.12.87	272 6 8	17.12.87	22. 2. 88
Rooscommon	27	4490-1	Clonafree, . m. and f.	22.11.87	6.12.87	4 13 4	17.12.87	22. 2. 88
Galway,	34	12222	Inishacken, . . .	22.11.87	7.12.87	5 6 8	19.12.87	22. 2. 88
Clare,	42	6437-6827	Ballyvaughan, m. and f.	9. 9. 87	2.12.87	9 10 4	21.12.87	10. 2. 88
Wicklow,	44	1790	Kilquiggan, . . .	17.11.87	6.12.87	10 0 0	19.12.87	22. 2. 88
Kerry,	57	7542	Kilgobnet, . f.	11.11.87	9.12.87	30 0 0	17.12.87	7.10.87
Clare,	42	11046	Kells, . . .	9. 9. 87	13.12.87	4 13 4	—	22. 2. 88
Cork,	52	10794	Knockanebane, . .	—	10.12.87	1 2 8	19.12.87	No plans.

APPENDIX M.

LIST of TEACHERS to whom CARLISLE and BLAKE PREMIUMS were awarded for the year 1887.

	Teacher.	School.	District.	Amount of Gratuity.
Head-Inspector	Mrs. S. Keating, . .	Ballylooby, . . f.	53	£ 7
Patterson's Group,	Miss Alice O'Hara, . .	Burgess, . . f.	36	6
	Mr. M. Mahony, . .	Roundtown, . m.	40	4
" John Molloy's "	Miss Mary J. Ryan, . .	Oldcastle, . . f.	29	7
	Miss Marcella Gillie, . .	Rathwyne, . . f.	33	6
	Mrs. Elizabeth Griffith, . .	Blackditches, . f.	37	4
" MacSheehy's "	Mr. Daniel Downing, . .	Burnfoot, . . m.	56	7
	Mr. John B. Crawford, . .	St. Luke's, . . m.	60	6
" McCallum's "	Mr. Thos. J. Kelly, . .	Britway, . .	48	4
	Mr. George Johnston, . .	Currie, (2) m.	9	7
	Miss Margaret M'Bratney, . .	Mount Pottinger, . f.	10	6
" Seymour's "	Mr. John Hamilton, . .	Ruckerry, . .	18	4
	Mr. Bernard Brennan, . .	Donaghmore, (old) .	15	7
	Miss Anne Martin, . .	Castledawson, (2), .	7	6
" Newell's "	Mr. Thomas Thompson, . .	Sion Mills, . . m.	6	4
	Mr. Thomas Stenson, . .	Balla, . . m.	26	7
	Mr. Thomas Cryan, . .	Townaghbeck, . m.	22	6
	Mr. Hugh Brady, . .	Ruan, . . .	42	4

Appendix N

Examination
Questions.Male
Teachers.

A Papers.

APPENDIX N.

QUESTIONS proposed at Examinations of Teachers and Monitors,
July, 1887.

I.—MALE TEACHERS.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. SHANNON, District Inspector.

1. What are the most suitable dimensions of a room for an average attendance of 90 boys? Give the number and length of the desks required, and show by a diagram their position on the floor and the space they will occupy. 12 marks.
2. Give the substance of the Commissioners' Rules regarding the use of the Religious Instruction Certificate Book. 12 marks.
3. Write out short notes for an introductory lesson on "The Atmosphere, its properties and uses." 12 marks.
4. To what extent is the teaching of composition expected to be carried in National Schools? In what two ways may children be first exercised in expressing their thoughts on paper? 12 marks.
5. "A pupil must never learn any rule or operation in Arithmetic without fully understanding the reason of it." Comment fully on the soundness of view expressed in this statement. 12 marks.
6. Discuss the comparative merits of half-hour lessons, and those of longer duration. Which do you adopt, and why? 6 marks.
7. In what class should the use of a text-book on Grammar be first introduced, and on what must the teacher mainly depend for the preparation of this class in their Grammar course? 6 marks.
8. Indicate the progressive steps recommended for teaching Map-drawing. 6 marks.
9. Show the importance of writing poetry and prose from memory. 6 marks.
10. State (1) the minimum time per day and per week required to be given for secular instruction; (2) the class of National Schools exempt from restriction regarding the time devoted to play; (3) what renders an attendance incomplete. 6 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

Mr. SEYMOUR, Head Inspector.

Mr. STRONG, District Inspector.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

1. (a) CAR.—"I had as lief not be, as live to be
In awe of such a thing as I myself."
- (b) BRU.—What you would work me to, I have some aim.
"For this present,
I would not, so with love I might intreat you,
Be any further moved."

(c)

"All that he can do
Is to himself,—take thought, and die for Cæsar ;
And this were much he should."

Parse fully the words in *italics* in the foregoing passages.

20 marks.

"When Duncan is asleep,
(Whereto the rather shall his hard day's journey
Soundly invite him), his two chamberlains
Will I with wine and wassall so convince,
That memory, the warder of the brain,
Shall be a fume, and the receipt of reason
A limbeck only."

2. Draw out a *particular* analysis of the foregoing passage.

12 marks.

3. Explain, with a view to their history and etymology, the following words:—*but, save, except, could, its, an, did, trifle, soldier, maudlin*.

10 marks.

4. Correct, or account for, the following expressions, giving your reason in each case:—

(a.) John with James were there.

(b.) Will you dine with me to-day? Yes I shall.

(c.) He will be drowned if he venture into the rapids.

(d.) This was a refusing the application.

(e.) His son was dismissed the service.

10 marks.

5. Show the difference between a logical proposition and a grammatical sentence. When are they identical? Distinguish each in the following:—A man who engages in too many different pursuits generally fails to attain success in any.

8 marks.

6. (a.) What was the first language (of which we know anything) spoken in these Islands? (b.) In what places is it now in use and under what names? (c.) Mention any words in ordinary use derived from this source.

6 marks.

7. Trace the origin and meaning of the auxiliary verbs *are, have, shall*.

6 marks.

8. Account for the idiomatic phrases *what with, if you please, I am mistaken*.

6 marks.

9. What broad distinction must be drawn between those parts of our language that are derived from Anglo-Saxon sources, and those from Latin, Greek, or other sources?—For what class of terms are we indebted to the Greek language?

6 marks.

10. "The sound of the church-going bell

The valleys and rocks never heard."

In what metre are these lines written? What is the characteristic of this metre, and what variation is admissible in it?

6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

1. Sketch the coast line from the Land's End to Sheppey Island, marking the limits of the counties, six chief headlands, six seaports, the river mouths, and inlets of the sea.

12 marks.

Appendix N.

Exami-
nation
Questions.Male
Teachers.

A Papers.

Appendix N.
Examination
Questions
Male
Teachers.
A Papers.

2. Compare the lengths of day (or time occupied by one rotation on axis), in the cases of any three planets; and give the periodic times of Saturn and Mercury. 12 marks.
3. What is meant by the "Thermal Equator"? Note the extent of its range, and its mean position in relation to the true Equator. 12 marks.
4. Name six of the dependent or protected states in Hindostan, giving their situations and chief towns. What is the total number, approximately, of such protected states? 12 marks.
5. Quote the description of the Pyrenees given in the "Geography Generalized." 12 marks.
6. Mention the chief feature of the European river system, regarded as tending to facilitate communication and trade. 6 marks.
7. What three European countries are most distinguished for the production of iron? Mention a place noted for a mountain of iron ore. 6 marks.
8. Explain the fact that one hemisphere of the moon is never visible to us. 6 marks.
9. Name the principal exports of:—France, Japan, the Barbary States, Italy. 6 marks.
10. What and where are:—Goomty, Simplon, Mer de Glace, Costa Rica, Algarve, Nicosia, Manasarowar? 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

MR. M'CALLUM, Head Inspector.
MR. DEWAR, District Inspector.

1. (a) Prove the "three ten and ten rule" for finding the interest on a sum of money for a given number of days.
(b). Show that the amount of interest found by this method is in excess of the proper amount by about a farthing in every £10 of interest. 20 marks.
2. Three men are employed to do a piece of work; they work respectively eight, nine, and ten hours a day, and receive the same daily wages. After three days each works an hour a day more, and at the end of three days from that time the work is completed. The whole sum paid to them is £9 10s. 1d.; how much of it should each receive? 20 marks.
3. A person invests £4095 in the 3 per cents. at 91; he sells out £3000 stock when they have risen to 93½, and the remainder when they have fallen to 85. How much does he gain or lose by the transaction? If he invest the produce in 4½ per cent. stock at 102, what is the difference in his income? (Neglect brokerage). 20 marks.
4. At what price per lb. must a grocer sell sugar which cost him £3 17s. per cwt., so that on every £11 of outlay he may gain the selling price of 80 lbs.? 20 marks.
5. Find the present value of a property whose rental will be £80 a year for the next ten years, and then £100 a year for ever; interest at the rate of 5 per cent., compound interest.
(The tenth power of 1.05 is 1.628,895). 20 marks.

6. Find the difference between 61520 and 52835 in the nonary scale of notation. Divide the remainder by 16 in the same scale. 10 marks.
7. The difference between the simple interest and the discount on a certain sum of money due in 4 months at 8 per cent. is 6s. 4d. Find the sum. 10 marks.
8. Continue the Harmonic series $\frac{2}{9}, \frac{1}{6}, \frac{2}{15}$ for 7 terms, and find the sum of the reciprocals of these 10 numbers. 10 marks.
9. A buys £1000 three per cent. stock at $84\frac{1}{2}$, and sells it at $87\frac{1}{2}$; B invests £1000 sterling in the same stock, and sells at the same price; which gains most, and how much more than the other? (Neglect brokerage). 10 marks.
10. Find the smallest multiplier of 3240 which will make the product a perfect cube. 10 marks.

Appendix
Examination
Questions.
Male
Teachers.
A Papers.

GEOMETRY AND MENSURATION.—100 marks.

Two hours and a half are allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. EARDLEY, District Inspector.

1. Given the three lines drawn from the vertex of a triangle, one perpendicular to the base, one bisecting the base, and one bisecting the vertical angle; construct the triangle. 20 marks.
2. Describe a circle which shall pass through a given point, and touch a given right line and a given circle. 20 marks.
3. Through any point in the diameter of a circle produced two right lines are drawn making equal angles with the diameter and cutting the circumference in four points: prove (a) that the lines joining the opposite points intersect one another in the diameter, and (b) that their point of intersection and the circumference divide the produced diameter harmonically. 20 marks.
4. Write out the enunciation, make the necessary construction, and give the proof of the general proposition in the sixth book of Euclid of which the fourteenth proposition of the second book is a particular case. 20 marks.
5. A heavy sphere is just immersed in a conical vessel full of water; the perpendicular height of the vessel is 8 inches, and its diameter is 12 inches; find how many cubic inches of water remain in the vessel. 20 marks.
6. In equal circles, angles at the centre have the same ratio as the arcs on which they stand have to one another. Prove this. 10 marks.
7. The rectilinear figure described upon the hypotenuse of a right angled triangle is equal to the sum of the similar and similarly described figures upon its other sides. Prove this. 10 marks.
8. Describe an isosceles triangle which shall have each of the angles at the base double of the third angle. 10 marks.
9. The lines drawn from the vertices of a triangle to the middle points of the opposite sides are respectively 9, 12, and 15; find one side of the triangle, and indicate how the other sides may be found. 10 marks.
10. Prove that the area of the regular hexagon described in a circle is three-fourths of the area of the regular hexagon described about the same circle. 10 marks.

Appendix N

Exami-
nation
Questions.Male
Teachers.

A Paper.

ALGEBRA.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. KEENAN, District Inspector.

1. A man has to travel a certain distance ; when he has travelled 20 miles he increases his speed one mile an hour. If he had travelled at this increased rate during the whole journey, he would have arrived 40 minutes earlier ; if he had continued to travel at his first rate, he would have arrived 20 minutes later : how far had he to travel ?

20 marks.

2. There are n arithmetical means between 1 and 31 ; and the 7th mean : $(n-1)$ th mean :: 5 : 9 ; find the number of terms in the series,

20 marks.

3. Find the simple value of—

$$\left(\frac{x}{x-1}\right)^2 + \left(\frac{x}{x+1}\right)^2 ; \text{ when } x = \sqrt{\frac{n-1}{n+1}}$$

20 marks.

4. Clear of radicals the equation :—

$$\sqrt[3]{x} + \sqrt[3]{y} + \sqrt[3]{z} = 0$$

20 marks.

5. Find the value of x , y , and z from the equations—

$$xy = a(x+y)$$

$$xz = b(x+z)$$

$$yz = c(y+z).$$

20 marks.

6. Solve the equation—

$$\frac{c}{a-c} \left(x + \frac{1}{x}\right) = 1 + \frac{a+c}{(a-c)x} + \frac{b}{a-c} \left(1 + \frac{1}{x}\right).$$

10 marks.

7. Find the Geometrical Progression whose sum to infinity is 18, and whose second term is -8 .

10 marks.

8. Find in a form free from surds the value of $a^2 + ab + b^2$, when

$$a = \frac{\sqrt{3}+1}{\sqrt{3}-1} \text{ and } b = \frac{\sqrt{3}-1}{\sqrt{3}+1}$$

10 marks.

9. Find the equation whose roots are—

$$\frac{\sqrt{m}}{\sqrt{m} + \sqrt{m-n}} \text{ and } \frac{\sqrt{m}}{\sqrt{m} - \sqrt{m-n}}.$$

10 marks.

10. Solve by means of a quadratic equation the problem of dividing a line into two parts, so that the rectangle contained by the whole line and one part may be equal to five times the square of the other part.

10 marks.

COMPOSITION.—50 Marks.

One hour and a half allowed for this subject.

N.B.—Only one subject to be selected.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. Arctic Expeditions.

2. Ambition.

3. The Preservation of our Ancient Monuments.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHERRY, Head Inspector.

Dr. MORAN, District Inspector.

Appendix N

Examination Questions.

Male Teachers.

A Papers.

1. In what different respects were Athens and Lacedæmon pre-eminent amongst the states of Ancient Greece? To what legal system is the special superiority of Lacedæmon attributed? 8 marks.

2. Was Magna Charta an assertion of novel or abstract principles of freedom and justice? Did it abolish villeinage and slavery in England? (Discuss these points explicitly). 8 marks.

3. Trace briefly the Turkish career of conquest in Europe from the capture of Adrianople to the defeat of the Turks before Vienna by the Emperor Charles V. 8 marks.

4. State the results to Denmark of her adherence to the interests of Napoleon I., and name the territories ceded by Denmark in 1814 and 1864 respectively, and the powers now in possession of those territories. 8 marks.

5. Under what circumstances did the Netherlands first become subject to the Austrian Empire, and subsequently to the Crown of Spain? 8 marks.

6. Who expelled the Danes from Scotland? When was the Danish power strongest in Ireland? 4 marks.

7. When, and in what form, did England first establish a central authority in Hindostan? 4 marks.

8. In what year, and between what towns, was the first public railway opened? 4 marks.

9. Say what you know of an ancient canal from the Red Sea to the Mediterranean. 4 marks.

10. What Monarchies arose from the ruins of the first Assyrian Empire? Who was the founder of each? 4 marks.

PLANE TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. SULLIVAN, District Inspector.

1. The elevation of a tower standing on a horizontal plane is observed; a feet nearer it is found to be 45° ; b feet nearer still it is found to be the complement of what it was at the first station; show trigonometrically that the height of the tower is $\frac{ab}{a-b}$ feet. 10 marks.

2. ABC is a triangle and O is the centre of the inscribed circle; prove that—

$$AO = \frac{2bc \cdot \cos \frac{1}{2} A}{a+b+c} \quad 10 \text{ marks.}$$

3. If $A + B + C = 180^\circ$ prove that—

$$\sin A + \sin B + \sin C = 4 \cos \frac{1}{2} A \cdot \cos \frac{1}{2} B \cdot \cos \frac{1}{2} C. \quad 10 \text{ marks.}$$

4. Prove the following identity:—

$$\frac{2 \sin^2 A}{1 + \cot A} + \sin 2A + \frac{2 \cos^2 A}{1 + \tan A} = 2. \quad 10 \text{ marks.}$$

Appendix N

Examination
Questions.Male
Teachers.

A Papers.

5. Show that in any triangle

$$\frac{a-b \cos C}{ab^2} + \frac{b-c \cos A}{bc^2} + \frac{c-a \cos B}{ca^2} = \frac{a^4+b^4+c^4}{2a^2b^2c^2}.$$

10 marks.

6. In a triangle $\sin^2 C = \sin^2 A + \sin^2 B$; prove that C is a right angle.

5 marks.

7. Assuming the value of $\cos A$ in terms of the sides of a triangle, prove that

$$\cos \frac{1}{2} A = \sqrt{\frac{s(s-a)}{bc}}; \text{ where } s = \frac{1}{2}(a+b+c).$$

5 marks.

8. Show that $\sin^2 A + \cos^2 A = 1$; and hence deduce the value of $\sin 45^\circ$.

5 marks.

9. Find A from the equation $3 \tan A - 2 \cos A = 0$.

5 marks.

10. Given $\sin A = \frac{1}{2}$. Calculate $\cos A$ and $\cos 2A$.

5 marks.

ENGLISH LITERATURE.—60 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. Write notes on—

- (a) *Capitol*.
- (b) *Lupercal*.
- (c) *Ides of March*.
- (d) *Augures*.
- (e) *Proscription*.
- (f) *Nervii*.

12 marks.

2. Criticise Antony's speech in the forum to the people as a piece of persuasive oratory, and give quotations to support your remarks.

12 marks.

3. Contrast the characters of Brutus and Cassius in reference to the plot against Cæsar. Give illustrative quotations.

12 marks.

4. (a) "*If I were Brutus now and he were Cassius,
He would not humour me.*"(b) "*The Genius and the mortal instruments
Are then in council.*"(c) "*Why old men fool and children calculate.*"

Explain and annotate the above.

12 marks.

5. Quote as accurately as you can Antony's panegyric on Brutus after his death.

12 marks.

6. Quote Brutus' apostrophe to Conspiracy.

6 marks.

7. Supply notes on—*Hybla*; *Até*; *Epicurus*.

6 marks.

8. Give the names in full of the conspirators against Cæsar. Which of them struck him first?

6 marks.

9. *As dear to me as are the ruddy drops that visit my sad heart.*

By whom, and in what connexion is this said?

6 marks.

10. "*That unicorn may be betrayed with trees,
And bears with glasses, elephants with holes.*"

Give the next line, and explain all this fully.

6 marks.

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. HEADEN, District Inspector.

Appendix N

Examination
Questions.

Male
Teachers.

A Papers.

1. Balls weighing 10 lbs. each are fixed at the end of a rod eight feet long, revolving 100 times per minute round a central vertical axis; find the tension of the connecting rod. 10 marks.
2. Describe Atwood's machine, and find an expression for the dynamical force produced by two unequal weights suspended on a smooth pulley by a silk string. 10 marks.
3. Find an expression for the range of a projectile on a horizontal plane, and show that the range will be a maximum when the elevation is 45° . 10 marks.
4. Determine by a geometrical construction the centre of gravity of half of a regular hexagon. 10 marks.
5. Prove that the algebraic sum of the moments of two forces which meet in a point round any point in their plane is equal to the moment of their resultant round the same point. 10 marks.
6. A cord whose length is $2l$ is fastened at points A and B lying in the same horizontal line at a distance from each other of $2a$; if a smooth ring upon the cord sustain a weight W, find an expression for the tension on the cord. 5 marks.
7. A weight of 10 lbs. hanging over the edge of a smooth table draws a weight of 30 lbs. along the table; what space will be described by each body in two seconds? 5 marks.
8. The angle of friction being ϕ and the co-efficient of friction μ ; show that $\mu = \tan \phi$. 5 marks.
9. Three bars of metal of unequal length but uniform thickness and density are soldered together at their extremities so as to form a triangle. Show how to find the centre of gravity of the system geometrically. 5 marks.
10. A carriage wheel five feet in diameter and weighing 100 lbs. is drawn over an obstacle six inches high by a horizontal force applied at its centre. What is the magnitude of this force? 5 marks.

HYDROSTATICS AND HYDRAULICS.—50 marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ROSS, District Inspector.

1. (a) Account for the circumstance that the centre of pressure on a submerged plane does not coincide with its centre of gravity.
- (b) Show, in accordance with the rule applicable to a rectangular plane, the proper position for the hinge of a lock gate with a view to equal distribution of strain. 10 marks.
2. A cube of iron, specific gravity 7.5, is floating in mercury sp. gr. 13.5; water is now poured on the surface of the mercury until the cube is just immersed. Find what fraction of the volume of the cube is immersed in the mercury after the water is added. 10 marks.
3. Write down the fundamental equation of wave motion, and show how it may be deduced. What is the law of vibration for the particles in wave motion? 10 marks.

Appendix 27

Examination
Questions.

4. Apply the principle of work to prove Torricelli's theorem for the velocity of efflux of a frictionless fluid through a small orifice in the bottom of a vessel, viz. $v = \sqrt{2gh}$

h —height of free surface of fluid.

10 marks.

Male
Teachers.

5. Account clearly for the production of rotatory motion in the Turbine wheel. Discuss the efficiency of this form of wheel as tested by the Hydraulic Rules.

10 marks.

A Papers.

6. A piece of metal weighs thirty-six pounds in air and thirty-two pounds in fresh water: What will it weigh in alcohol sp. gr. .795?

5 marks.

7. How can it be shown that the pressure of fluids in motion is diminished by their velocity?

5 marks.

8. Describe the force pump, and show the points of difference between it and the ordinary suction pumps.

5 marks.

9. Of what shape should a clepsydra or water-clock be made so as to measure time with uniformity? Explain your answer.

5 marks.

10. Describe the origin and character of Artesian Wells.

5 marks.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ROSS, District Inspector.

1. (a) Define *statical heat*, and state the three ways in which its presence is manifested.

(b) In the flux of heat through a prismatic bar, if thermometers be fixed at equal intervals along the bar, show in what manner the temperature at the successive distances from the source of heat will be indicated.

10 marks.

2. Give the formula of Regnault, for the expansion of gases with increase of temperature, and find the increase in volume of a gas at the temperature of 32° F., if at 54° F. it is 74 cubic inches.

10 marks.

3. State clearly what is meant by saying that the specific heat of iron is .114. A pound of cold iron is placed in a pound of hot water; the water loses 5° in temperature; find the rise of temperature in the iron.

10 marks.

4. A Weight thermometer contains 1320 grains of mercury at 32° F.; 20 grains run out when the instrument is heated to 212° F. Calculate the co-efficient of apparent expansion of mercury, and explain how the apparent differs from the real expansion.

10 marks.

5. Describe fully the portions of a steam engine known as the *cylinder* and the *condenser* respectively, showing their connexion and the functions of each.

10 marks.

6. What is the dew point? Describe the construction and use of the wet bulb Hygrometer.

5 marks.

7. Describe the apparatus used for ascertaining the amount of water in the boiler of a steam engine.

5 marks.

8. Compare the advantages of air, alcohol, and mercury, as indicators of sensible caloric, in the construction of thermometers.

5 marks.

9. We can place our hand in high pressure steam as it escapes from the boiler; we would be scalded by attempting the same thing with low pressure steam. Explain this.

5 marks.

10. What is crystallization? State the two methods in use for crystallizing substances.

5 marks.

LIGHT AND SOUND.—50 marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SEYMOUR, Head Inspector.

Mr. ROSS, District Inspector.

Appendix B

Exami-
nation
Questions.

Male
Teachers.

A Papers.

1. Describe the construction of the astronomical (refracting) telescope. Show by a sketch how the image of the object is formed, and how it is magnified; and prove geometrically that the magnifying power of such an

instrument is $= \frac{\text{Focal length of object glass}}{\text{Focal length of eye glass.}}$ 10 marks.

2. Give theory of Newton, and of Brewster, respectively, regarding the phenomenon of *dispersion* of light. How are the seven colours of the spectrum produced from three? And why is it inaccurate to speak of the refractive index of white light? 10 marks.

3. It is intended to throw, by means of a convex lens, an image of a candle flame twice as broad as the flame itself on a screen placed six feet from the candle. What should be the focal length of the lens employed, and where should it be placed? 10 marks.

4. Show that it is impossible to produce from a pipe closed at one end the note corresponding to $\frac{1}{2}$ or $\frac{1}{4}$, or any even division of its length. 10 marks.

5. Describe an experiment showing the interference of sound waves. 10 marks.

6. On what principle does a multiplying glass act in producing a number of images? Why is muffed glass not transparent? 5 marks.

7. A long metallic pipe being struck at one end, a person at the other end hears two sounds. Account for this. 5 marks.

8. Explain and illustrate by a diagram the phenomenon of the *penumbra*; when does it occur; and on what does its intensity and extent depend? 5 marks.

9. Explain clearly whether any change in the fundamental note of a pipe open at both ends would result from introducing a solid partition at its middle point. 5 marks.

10. What is meant by total reflection of light? Determine under what circumstances it takes place. 5 marks.

MAGNETISM AND ELECTRICITY.—50 marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SEYMOUR, Head Inspector.

Mr. SKEFFINGTON, District Inspector.

1. State the laws of electrical attraction and repulsion, and describe experiments by which these laws may be proved. 10 marks.

2. Explain the action of the electrical condenser or accumulator, pointing out the limits to the charge. 10 marks.

3. State the principal points of difference between the machine and voltaic electricity. Which sort requires the best conductors, and why? 10 marks.

4. Describe the telephone, its principle, structure, and action. 10 marks.

5. What is the main fact on which the science of electro-magnetism depends? If both the direction of the electric current and its position respecting the magnetic needle are changed at the same time, what is the effect on the deflexion of the needle? 10 marks.

Appendix N
Examination
Questions.
Mole
Teachers.
A Papers.

6. Describe the *plate* electrical machine, and show how a Leyden jar may be charged by means of it. 5 marks.
7. Show how Faraday demonstrated that the quantity of electricity produced by induction is equal to that of the inducing body. 5 marks.
8. The *aurora borealis* is the effect of electrical agency. Explain this, and show how a similar phenomenon may be represented on a small scale experimentally. 5 marks.
9. Give an account of the form and action of a cell of Daniel's battery. 5 marks.
10. Describe any apparatus for producing the electric light, and explain its action. 5 marks.

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. SKEFFINGTON, District Inspector.

1. Express by equations the following reactions, and give the names of the products:—(a) heating oil of vitriol with nitrate of potash; (b) heating pounded chalk with carbon; (c) bringing sulphurous acid and sulphuretted hydrogen into contact under water. 10 marks.
2. The metals are arranged into six classes, according to their comportment with sulphuretted hydrogen, hydrosulphuret of ammonia, and the alkaline carbonates; describe those classes with examples. 10 marks.
3. Give an account of the production and the chief properties of silicon and silicic acid; and name their most important compounds. 10 marks.
4. What is meant by *precipitation*? If to a solution of resin in alcohol, water is added, what change takes place, and why? Also if you add sulphuric acid to a solution of chloride of calcium in water, what precipitate is obtained? 10 marks.
5. Mention some of the properties of sulphur, and name the several impurities which the sulphuric acid of commerce is generally found to contain. 10 marks.
6. Give the tests for nitric oxide, iodine, and ammonia, and show the reaction in each case with any one test. 5 marks.
7. Express by chemical formulæ the following compounds:—peroxide of iron, chlorate of potash, carbonate of ammonia, nitrate of silver, hyposulphite of soda. 5 marks.
8. Explain the principle and use of Davy's safety lamp. 5 marks.
9. How may oxygen, ammonia, and sulphuretted hydrogen, be severally prepared? 5 marks.
10. Describe the preparation of phosphorus from bones. 5 marks.

ORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. SKEFFINGTON, District Inspector.

1. Show that methylic, vinic, and amylic alcohols are members of a homologous series; and point out how the corresponding ethers and acids may be derived from them, giving formulæ. 10 marks.
2. Give the names and formulæ of the two new radicals which cyanogen forms with iron; also of the corresponding acids, and of the salts formed

by these with potassium. How are ferridecyanide and sulphocyanide of potassium prepared? 10 marks.

3. Describe the preparation of stearic acid, and its action on alkaline carbonates. How is it affected when heated alone, and with nitric acid? 10 marks.

4. Describe the preparation of Tannin from nut-galls. How may it be procured artificially? Give a test for *tannic acid*. 10 marks.

5. From what various sources besides the sugar-cane, may *cane sugar* be prepared? Give an account of the process employed in its preparation. 10 marks.

6. What is a *dry oil*? Name some of this class. To what chemical process is their rapid drying attributable. 5 marks.

7. Explain how the potato tuber is injured and rendered unfit for food by being frozen. 5 marks.

8. Exemplify by the apple the mode in which fruit ripens, giving formulae and equations. 5 marks.

9. Give an antidote for oxalic acid, and for tartar emetic; show how the antidotes act. 5 marks.

10. How is gelatine prepared? Mention the sources of the different varieties, and give its chief solvents. 5 marks.

AGRICULTURAL CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CARROLL, Agricultural Superintendent.

1. What are the sources of artificial manures rich in nitrogen? 10 marks.

2. What are the changes which take place in the urine of animals when it is kept in tanks? 10 marks.

3. Describe the qualities of potash, and the means used for its production from vegetable substances. 10 marks.

4. Describe the production of "Dextrin" from starch. 10 marks.

5. Upon what does the value of shell sand as manure depend. 10 marks.

6. What is the proportion of organic matter in our soils? What are its uses in the soil? 5 marks.

7. Mention substances which may be used with advantage to prevent the dissipation of ammonia from fermenting manure, describing their action. 5 marks.

8. What are the substances—food for plants—which you would expect to find in large proportion in soils on the granite formation? 5 marks.

9. What are the uses of silica in the growth of farm crops? 5 marks.

10. Describe the changes which take place when sulphuric acid is used in manufacturing "superphosphate." 5 marks.

SPHERICAL TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. McCALLUM, Head Inspector.

Mr. SULLIVAN, District-Inspector.

1. Each of the three sides of a spherical triangle is a quadrant, and m , n , and p are the distances of a point in the triangle from the vertices; show that

$$\cos^2 m + \cos^2 n + \cos^2 p = 1.$$

10 marks.

2 D

Appendix N

Exami-
nation
Questions.

2. In a spherical triangle prove from first principles that

$$\cos a = \cos b \cos c + \sin b \sin c \cos A;$$

and thence determine the value of $\sin \frac{1}{2}A$ in terms of the sides.

10 marks.

Male
Teachers.

3. If E represents the spherical excess prove

$$\tan \frac{1}{4} E = \sqrt{\tan \frac{1}{2} s \cdot \tan \frac{1}{2} (s-a) \cdot \tan \frac{1}{2} (s-b) \cdot \tan \frac{1}{2} (s-c)}$$

$$\text{where } s = \frac{1}{2} (a+b+c).$$

10 marks.

A Papers.

4. In any spherical triangle

$$\frac{\cos \frac{1}{2} C}{\cos \frac{1}{2} c} = \frac{\sin \frac{1}{2} (A+B)}{\cos \frac{1}{2} (a-b)}.$$

Prove.

10 marks.

5. In a spherical triangle

$$a=73^\circ; A=86^\circ; B=65^\circ.$$

Show how the remaining sides and angle may be found, and explain clearly whether there is any "ambiguity" in the solution or not.

10 marks.

6. In a spherical triangle show that the greater side is opposite to the greater angle.

5 marks.

7. In a spherical triangle two sides and an angle opposite one of them are given (a , b , and A), show how the remaining side and angles may be found.

5 marks.

8. In a right-angled spherical triangle (C the right angle) prove that $\tan b = \tan B \sin a$.

5 marks.

9. The sines of the sides of a spherical triangle are proportional to the sines of the opposite angles. Prove.

5 marks.

10. The hypotenuse of a right-angled spherical triangle is 120° , and one side is 45° , find the remaining side.

5 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this subject.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

SILENT, oh Moyle, be the roar of thy water,
Break not, ye breezes, your chain of repose,
While murmuring mournfully, Lir's lonely daughter
Tells to the night-star her tale of woes.
When shall the swan, her death-note singing,
Sleep, with wings in darkness furled?
When will heaven, its sweet bell ringing,
Call my spirit from this stormy world?

THE finest and most comprehensive view of Dublin is obtained from the eminence near the Magazine in the Phoenix Park. From this point the spectator sees before him the entire extent of the city, its splendid bridges, and the domes and spires of its public buildings and churches. The Park is a royal demesne, containing the summer residence of the Viceroy, and is a favourite place of resort for the recreation of the citizens. Here also are situated the Zoological Gardens, on a plot of ground sloping to the margin of a small lake.

METHODS OF TEACHING, &c.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. SHANNON, District Inspector.

Appendix N

Exami-
nation
Questions.Male
Teachers.

B Papers.

1. What are the conditions which must be observed in the construction of a Time Table? Draw up a Time Table suitable for a school of forty pupils conducted on the bipartite system, and show that these conditions are fulfilled by it.

12 marks.

2. (a) What classes should transcribe or copy from their reading books; (b) on what does the usefulness of the exercise depend; and (c) what are its advantages?

12 marks.

3. Write notes for an introductory lesson on "Mountains."

12 marks.

4. Suppose the time for secular instruction to be twenty hours per week, how would you apportion it in the senior and junior divisions, respectively, among the ordinary subjects when drawing up a Time Table?

12 marks.

5. State the difference between vested and non-vested schools—(a) with regard to use, out of school hours; (b) with regard to Rules for Religious Instruction.

12 marks.

6. In class teaching there is a tendency to narrow the answers to a few of the children—what are the faults that lead to this result?

6 marks.

7. On what do fluency, proper style, and intelligence, in reading depend?

6 marks.

8. What difficulties have beginners in the art of composition to encounter? How should they be encouraged to overcome them?

6 marks.

9. Describe, with examples, the proper method of questioning junior classes on meanings of words.

6 marks.

10. A teacher bestows an undue portion of time and attention on his highest class; show the evils that result from this.

6 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. STRONGE, District Inspector.

1. *Shrine of the mighty! can it be
That this is all remains of thee.
Approach, thou craven, crouching slaves
Say, is not this Thermopylae?
These waters blue that round you lave,
Oh, servile offspring of the free—
Pronounce what sea, what shore is this?
The gulf, the rock of Salamis!
These scenes, their story not unknown,
Arise and make again your own.*

Parse the words in *italics* in the foregoing passage. 20 marks.

2. Give the derivations of the following words:—*Cotswold, palsy, worst, hill, lass, broth, slown, hutchet, korchief, lavender.*

10 marks.

2 D 2

Appendix N

Exami-
nation
Questions.
Male
Teachers.
B Papers.

3. Correct the following expressions where necessary, giving your reasons :—

- (a.) Thou art the man who didst promise this.
(b.) The children were seen go towards the town.
(c.) It was then my intention to have visited London.
(d.) Who gave that opinion? It was me, not him.
(e.) I hope we will see you to-morrow. 10 marks.

4. At what time were a few Danish words added to our language? Give a list of as many of these words as you can, and name places in England and Ireland that still retain their Danish appellations. 8 marks.

5. Draw out a general analysis of the following lines :—

And as youth counts the shining links
That time around him binds so fast,
Pleased with the task he little thinks
How hard that chain will press at last. 12 marks.

6. Show that the subjunctive mood is really no more than the infinitive governed by some verb understood; also that this mood has not properly a past tense. 6 marks.

7. Give the persons of the first future tense of the verb *to go* in the emphatic and also in the unemphatic form. 6 marks.

8. "I saw them depart." "They were seen to depart." From these sentences draw up a rule for the omission or insertion of 'to' after *see, hear, &c.* 6 marks.

9. Name the figures of orthography, and explain the meaning of three of them. 6 marks.

10. Write brief notes on the history and etymology of the words *any, one, several.* 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Mr. JOHN BROWN, District Inspector.

1. Draw an outline map of the east coast of Asia, marking, with names, the seas, gulfs, mouths of rivers, and adjacent islands. 12 marks.

2. Account fully for the difference between marine and continental climates, and compare the climates of Dublin and Buda-Pesth. 12 marks.

3. Name the two highest and the two lowest-lying sheets of water on the globe, stating how much the surface of each is above or below the general sea level. 12 marks.

4. State the area and population of the Austrian Empire, and name the several nations included in it. Explain the terms *Cis-Leithan* and *Trans-Leithan*. 12 marks.

5. What and where are :—Bannockburn, Potomac, Saragossa, Marathon, the Bolan Pass, Quebec, Titicaca, Carlsruhe, Trafalgar, Sevastopol? 12 marks.

6. Name the inland counties and the two largest towns of Wales, and mention the trades chiefly pursued at those towns. 6 marks.

7. From what countries are the following articles imported into the British Islands :—Maize, coffee, rice, tobacco? 6 marks.

8. At what phases of the moon do eclipses occur (a) of the sun, (b) of the moon? *Appendix N*

6 marks.

Examination Questions.

9. Name two towns on each of the following rivers.—Upper Bann, Ulster Blackwater, Tay, Medway.

6 marks.

Examination Questions.

10. Name the highest peaks of each of the mountain ranges of England and Wales.

6 marks.

Made Teachers.

B Pap. 12.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. DEWAR, District Inspector.

1. Show that every vulgar fraction must produce either a finite or a recurring decimal.

20 marks.

2. A walks $2\frac{1}{2}$ miles in 40 minutes, taking exactly a yard each step; in what time will B, who takes only 21 steps while A is taking 22, walk $4\frac{3}{8}$ miles, the length of his step being 40 inches?

20 marks.

3. (a) Insert four arithmetical means between 1 and 243.

(b) Insert five geometrical means between $\frac{8}{125}$ and $\frac{128}{8}$.

20 marks.

4. A can do a piece of work in 3 days; B can do three times as much in 8 days; and C five times as much in 12 days. In what time can they do a piece of work three times as great if all work together?

20 marks.

5. The length of a room is twice the breadth; the cost of colouring the ceiling at $6\frac{1}{2}$ d. per square yard is £2 5s. 4½d., and the cost of painting the four walls at 1s. 8d. per square yard is £14 13s. 4d.; find the height of the room.

20 marks.

6. If $3\frac{1}{2}$ per cents. are at 91, find the difference in income derived from £1,300 stock and the investment in the stock of £1,300 sterling. (Neglect brokerage.)

10 marks.

7. Simplify—

$$\frac{\cdot 005}{\frac{1}{15} \text{ of } 11\frac{1}{4}} \text{ of } \frac{49\frac{1}{2}}{\frac{1}{4} \text{ of } 2\cdot 25} \div \left(\frac{1}{21} + \frac{1}{27} \right)$$

10 marks.

8. Reckoning the French mètre to be equal to 3·2809 English feet, find to four decimal places a multiplier that will reduce yards to mètres.

10 marks.

9. Find the 50th term, and the sum of 50 terms of the series, 1, 3, 5, 7, &c.

10 marks.

10. Write out a short rule for finding the interest of a given sum for any number of days (a) when the rate is 4 per cent.; (b) when the rate is 5 per cent.

10 marks.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. EARDLEY, District Inspector.

1. Squares are constructed on the outer sides of a triangle, and the angles of the squares are joined; prove that the sum of the squares of the joining lines is equal to three times the sum of the squares of the sides of the triangle.

20 marks.

- Appendix N*
Examination Questions.
Male Teachers.
B Papers.
2. Given the base, the vertical angle and the difference of the sides of a triangle; construct the triangle. 20 marks.
 3. Show that the perpendiculars drawn from the vertices of a triangle to the opposite sides meet in a point. 20 marks.
 4. The feet of the perpendiculars drawn from the vertices of a triangle to the opposite sides are joined; show that the sides of the triangle thus formed are equally inclined to the sides of the triangle. 20 marks.
 5. The diameter of a circle is 50, find the area of the zone between two parallel chords on the same side of the diameter which are respectively 40 and 30. 20 marks.
 6. On a given right line describe a segment of a circle containing an angle equal to a given acute angle. 10 marks.
 7. From a point outside a circle two right lines are drawn one of which cuts the circle and the other meets it; the rectangle under the whole line which cuts the circle and the part of it without the circle is equal to the square of the line which meets it; prove that the line which meets the circle is a tangent to it. 10 marks.
 8. Divide a given right line so that the rectangle contained by the whole line and one part shall be equal to the square of the other part. 10 marks.
 9. Compare the surface of a sphere an inch in diameter with the curved surface of a cylinder an inch in diameter and an inch high. 10 marks.
 10. The length of the arc of a sector which contains 20° is 12 inches; find the area of the sector. 10 marks.

ALGEBRA.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. KEENAN, District Inspector.

1. A dealer bought a number of lambs for £60; he kept 15 of them, and sold the remainder for £54, gaining two shillings on each of them; how many lambs did he buy, and what was the cost price of each? 20 marks.

2. If—

$$y = \frac{1 - x^2}{1 + x^2}, \text{ and } x = \frac{1 - y}{1 + y},$$

- find y in terms of x in a simple form. 20 marks.

3. Solve the equation—

$$\frac{1}{a+b+x} = \frac{1}{a} + \frac{1}{b} + \frac{1}{x}. \quad 20 \text{ marks.}$$

4. Find the simple value of—

$$\frac{x}{(x-y)(x-z)} + \frac{y}{(y-z)(y-x)} + \frac{z}{(z-x)(z-y)}. \quad 20 \text{ marks.}$$

5. Solve the equation—

$$\sqrt{x+4} - \sqrt{x} = \sqrt{\frac{1}{2}(2x+3)}. \quad 20 \text{ marks.}$$

6. Resolve into four factors—

$$4(xy+ab)^2 - (x^2+y^2-a^2-b^2)^2. \quad 10 \text{ marks.}$$

7. Find the least common multiple of the expressions—

$$x^3 + x^2, x^3 - x^2, \text{ and } x^4 + x^2x^2 + x^4. \quad 10 \text{ marks.}$$

8. Solve the equation—

$$\frac{1}{x-2} - \frac{1}{x-3} + \frac{1}{x+1} = 0. \quad 10 \text{ marks.}$$

9. Find the simple value of—

$$\frac{1 - \frac{2}{3} \left\{ 1 - \frac{3}{2} \left(\frac{1}{3} - 2x \right) \right\}}{1 + \frac{1}{3} \left\{ 2 - \frac{1}{3} (6x - 9) \right\}}. \quad 10 \text{ marks.}$$

10. Find
- x
- and
- y
- from the equations—

$$\begin{aligned} \frac{2}{x} + \frac{3}{y} &= 13. \\ \frac{1}{x} + \frac{4}{y} &= 14. \end{aligned} \quad 10 \text{ marks.}$$

MECHANICS.—50 marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. HEADEN, District Inspector.

1. A body weighing 10 lbs. moving at the rate of five miles an hour overtakes a body of 5 lbs. moving at the rate of three miles per hour; both bodies being perfectly elastic, find their velocities after impact.

10 marks.

2. If forces, which are represented in magnitude and direction by the sides of a polygon taken in order, act on a particle, they will be in equilibrium: prove this.

10 marks.

3. Find the ratio of the power to the weight in the case of a single movable pulley with the parts of the string not parallel.

10 marks.

4. The length of an inclined plane is three feet, and its perpendicular height two feet; the weight of a body resting on this plane being 12 lbs., what pressure exerted parallel to the plane will be sufficient to sustain the body, friction being neglected?

10 marks.

5. With a uniformly accelerated velocity "the space varies as the square of the time." Illustrate this by means of a diagram, and deduce a formula, connecting space, time, and acceleration.

10 marks.

6. Describe any mechanical means for estimating the velocity of a cannon ball.

5 marks.

7. How may a rapid river be crossed by means of a
- flying bridge*
- ? Illustrate your answer by a lettered diagram.

5 marks.

8. The resultant of two equal forces acting on a point in directions at right angles is 50 lbs.; find the forces.

5 marks.

9. "It is very difficult to keep a body balanced on a point or line" unless in rapid rotary motion. Explain this fully.

5 marks.

10. How far must a body fall under the influence of gravity (
- $g=32$
-) to acquire a velocity of 96 feet per second?

5 marks.

Appendix N DICTATION AND SPELLING.—50 Marks (including 20 marks for Dictation).

Examination Questions.

Male Teachers.

B Papers.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. PATTERSON, Head Inspector.

Mr. CONNELLAN, District Inspector.

N.B.—The *Dictation Exercise* is to be taken from the Sixth Book, pp. 284, 285, from "It is the fault of all of us," to "the watchwords which belong to it."

1. Distinguish between primary and secondary meanings of words. Show by examples how the primary pervades the secondary meanings.

6 marks.

2. (a) Name the prepositions which should be used after the following words:—*Conversant*, *affinity*, *admonished*.

(b) When two or more prepositions are admissible after any of these, give the meaning of the combination in each case.

6 marks.

3. Show how each of the following words illustrates a "Principle of Pronunciation":—*doge*, *successor*, *plethora*.

6 marks.

4. *Proffer*, *allot*, *ballot*. To each add *ed*. If you do not double the final consonant explain why you do not.

6 marks.

5. Give three instances of duplicate words strictly speaking synonymous, and state the source from which each is derived.

6 marks.

6. How and why are such words as the following liable to be misspelled:—*Famine*, *credit*, *claret*?

3 marks.

7. Show that the following words should not be classed amongst the exceptions to the Rule for Spelling which relates to the diphthongs "ei" and "ie":—*Deign*, *heinous*, *forfeit*.

3 marks.

8. How does the position of the "Accent" affect such combinations as "ea," "ia," "eou," &c.?

3 marks.

9. Distinguish in pronunciation and meaning the pairs of words spelled as follows:—*Project*, *sewer*, *contract*.

3 marks.

10. Give three examples of nouns formed from the past or passive participles of verbs.

3 marks.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. MOLLOY, Head Inspector.

Mr. BOLE, District Inspector.

1. From whom did the earliest Christians in Ireland copy the style of their buildings? Give the characteristics of this style.

10 marks.

2. Quote the two lines that immediately succeed each of the following passages; and name the "passion" referred to by Collins, in each instance:—

(a) Low sullen sounds his grief beguiled,

(b) She called on Echo still through all the song;

(c) And from her wild sequestered seat,

(d) a nymph of healthiest hue.

10 marks.

3. Into what two parts, according to Dryden, is Moral Philosophy divided, and what does each part teach?

10 marks.

4. What wars mainly swelled the National Debt? Give the dates of these wars, and the cost of each approximately. 10 marks. *Appendix N*

5. Explain how it is that a page of "lunar distances" from the Nautical Almanac is so "calculated to inspire confidence in the conclusions of Science." 10 marks. *Examination Questions.*

6. What place celebrated in antiquity is mentioned as not furnishing any contrast by incongruity between ancient and modern times, and what is the ground alleged for its exceptional position in this respect? 5 marks. *Male Teachers. B Papers.*

7. State fully the grounds on which is based the statement that the two great branches of human industry, manufacturing and agricultural, are bound together by the strongest ties. 5 marks.

8. Write a sketch of the properties and uses of the metal Mercury. 5 marks.

9. State where the following passages respectively occur, and give the name of the author in each case:—

(a) "An honest man's the noblest work of God."

(b) "Uneasy lies the head that wears a crown."

(c) "To point a moral or adorn a tale."

(d) "And coming events cast their shadows before."

(e) " . . . the cups

That cheer but not inebriate." 5 marks.

10. In what sort of places only, according to Humboldt, do hurricanes and tempests prevail near the Equator? 5 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. MACDONNELL, District Inspector.

1. Journalize the following:—

1886.

June 1, Cash on hand, . . .	£500	0	0
" " at Bankers, . . .	1,400	0	0
" Goods, . . .	750	0	0
" Warehouse valued at . .	300	0	0
" John Murray's acceptance due 26th July, . . .	150	0	0
" John Travers owes me . .	250	0	0
		£3,350	0 0
" Debts due by me:—			
" William Bell, . . .	£350	0	0
" My acceptance of C. Small's draft at two months, due July 29th, . .	100	0	0
		£450	0 0

10 marks.

2. Open Ledger Accounts and post the foregoing transactions from the Journal you have formed. 10 marks.

Appendix H 3. Suppose the following are entries in my Waste Book:—

Exami- nation Questions.	1886.			
Male Teachers.	Dec. 1,	Formed a partnership with Wm. Carson for the sale of Tea, each contributing an equal amount, the whole to be under my charge, my share 26 chests Tea at £12 per chest,	£312	0 0
B Papers.	" 2,	Received from Wm. Carson his share in the adventure, 24 chests of Tea at £13 per chest,	312	0 0
	" 5,	Paid freight and dock charges on above,	6	10 0
	" 10,	Sold for Cash the whole of the Tea, viz.:— 26 chests at £14 per chest and 24 chests at £14 15s. 0d. per chest:— Gross proceeds, My Commission,		
			718	0 0
			£17 15	0
	" "	Net amount after deducting all charges,	693	5 0
	" "	Paid Wm. Carson his share by cheque,	346	12 6
		Give my journal entries and ledger account.	10	marks.
	4.	The Cr. side of the Profit and Loss Account is £510 and the Dr. side £890.		
		The Cr. side of the Stock Account is £2,000 and the Dr. side is £950.		
	(a.)	Have I lost or gained during the year?		
	(b.)	Am I solvent or insolvent, and to what extent?	10	marks.
	5. (a.)	Paid my acceptance to Wilson & Co. this day,	£55	0 0
	(b.)	Received payment of Wm. Kelly's acceptance,	60	0 0
		What are my entries?	10	marks.
	6.	When the Balance Account is closed what does it show—		
	(a.)	On the debit side,		
	(b.)	On the credit side,		
	(c.)	What does the balance (if any) of this account represent?	5	marks.
	7.	I owe John Moloney £300 and at his request I pay this sum to Wm. Daly. What journal entry should each of us three make?	5	marks.
	8.	A debtor of mine becomes bankrupt, owing me £240, of which he pays 5s. 6d. in the pound, what entries are to be made in my books?	5	marks.
	9.	Sold to James Cooney goods for £100. He gives me cash £50 and his bill for £50. Give his journal entries?	5	marks.
	10.	How do you close the Bills Receivable Account?	5	marks.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CARROLL, Agricultural Superintendent.

1. What are the advantages of using a Reaping Machine? Who were the first makers of those implements in Great Britain? 10 marks.
2. In the Mangel and Turnip Crops what classes of Artificial Manures are suited to each? Name a good mixture of Artificial Manures for the Mangel Crop. 10 marks.

- | | | |
|--|-----------|--------------------------------------|
| 3. Give the quantity per statute acre of seed required for Mangel, Swede, White Turnip, Carrot, and Parsnip Crops. | 10 marks. | Appendix B
Examination Questions. |
| 4. Describe the East Lothian system of cultivating the Bean Crop. | 10 marks. | |
| 5. Give the names of Apples described in "Practical Farming." Mention characteristics of each. | 10 marks. | Male Teachers.
B Papers. |
| 6. What is "Hay tea?" How is it made? Describe the system of feeding calves when it is used for that purpose. | 5 marks. | |
| 7. Describe the course of rotation for upland or hilly ground—one horse farms. | 5 marks. | |
| 8. Name the breeds of sheep in each of the three classes described in "Practical Farming." | 5 marks. | |
| 9. Describe the summer house-feeding of cows. | 5 marks. | |
| 10. Name and describe the varieties of oats in cultivation. | 5 marks. | |

PENMANSHIP.—40 Marks.

Half an hour allowed for this subject.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

SILENT, oh Moyle, be the roar of thy water,
Break not, ye breezes, your chain of repose,
While murmuring mournfully, Lir's lonely daughter
Tells to the night-star her tale of woes.
When shall the swan, her death-note singing,
Sleep, with wings in darkness furled?
When will heaven, its sweet bell ringing,
Call my spirit from this stormy world?

THE finest and most comprehensive view of Dublin is obtained from the eminence near the Magazine in the Phoenix Park. From this point the spectator sees before him the entire extent of the city, its splendid bridges, and the domes and spires of its public buildings and churches. The Park is a royal demesne, containing the summer residence of the Viceroy, and is a favourite place of resort for the recreation of the citizens. Here also are situated the Zoological Gardens, on a plot of ground sloping to the margin of a small lake.

METHODS OF TEACHING.—60 Marks.

C Papers

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. SHANNON, District Inspector.

1. "From the very commencement pupils should be accustomed to pay attention to what they read." What instructions have been given to produce this effect in the first class? 12 marks.
2. Besides their use, in connexion with the lessons for which they were in each instance first prepared, what are the permanent advantages to a teacher of having, for a considerable time, prepared and preserved notes on lessons? 12 marks.
3. What are questions of repetition? Show the importance of questions of this class. 12 marks.

- Appendix N
Examination
Questions.
Male
Teachers.
C Papers.
4. Write out notes for a lesson on the "Beaver." 12 marks.
 5. A pupil is obliged to leave after roll-call and before the school is dismissed. State precisely what is to be done before the child leaves the school; what, by the teacher on that day; and what before calculating the monthly average? 12 marks.
 6. Mention the three exercises, the effectiveness of which mainly depends on the amount properly got over, in a given time. 6 marks.
 7. When pupils are introduced to the Map of the World, what are the first things they should be taught? 6 marks.
 8. What are the objects aimed at in requiring Home Lessons to be prepared? 6 marks.
 9. What evil results follow from questioning (a) too quickly, (b) too slowly? 6 marks.
 10. A pupil who had previously attended another school is admitted to your school, remains there for some years, and then leaves. Give all the particulars regarding this pupil which should be found in your School Register. 6 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. STRONGE, District Inspector.

1. The remainder of the profit which the country obtains from the substitution of notes for gold, is derived chiefly by those who borrow them from the bank, which they would not do, in general, if they did not expect to gain from their trade a profit far exceeding what they pay the bank for interest.

Parse fully the words in *italics* in the foregoing passage. 20 marks.

2. Give the derivations of the following words:—*Ancestor, wizard, watch, anon, squire, coalition, ephemeral, heathen.* 10 marks.

3. Correct or account for the following, showing the rule applicable in each case:—

- (a.) The father, son, or daughter are to be appointed.
- (b.) Every apple, pear, and plum were gathered from the trees.
- (c.) I bought the volume from Smith the bookseller.
- (d.) The man who I travelled with is here.
- (e.) These sort of birds are very common. 10 marks.

4. An English verb has six simple parts. What are they, and how are these simple parts classified? 8 marks.

5. Draw out a general analysis of the following sentence:—

When not in readiness to inflict a wound, these two poison fangs assume a recumbent position, so as not to interfere with the action of the ordinary teeth, which are firmly fixed, very small, and most admirably formed to seize their prey. 12 marks.

6. Give three exceptions to the rule that two or more nouns joined by a copulative conjunction take a verb in the plural. 6 marks.

7. Distinguish between the first and second future tenses (a) in form, (b) in meaning. Illustrate by an example. 6 marks.

8. What is a "compound" and what a "complex" sentence? Give an example of each. 6 marks.

9. Show that the word *as*, though sometimes regarded as a relative pronoun, has not in reality that character. 6 marks.

10. Give examples to show (a) how the definite (b) how the indefinite article may be used before proper nouns. 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

Appendix N

Examination
Questions.Male
Teachers.

C Papers.

1. Draw an outline Map of Ireland, marking the maritime counties, and the course of four of the largest rivers. 14 marks.
2. Give the breadth in degrees of latitude of the several Zones, and set forth the proportions of the Earth's surface contained in each Zone, the whole being taken as 100. 10 marks.
3. Write out a list of the great Vegetable Zones, giving the mean annual temperature, and characteristic plants of each. 12 marks.
4. Name the chief towns of each of the Northern Counties of Scotland. 12 marks.
5. What is the estimated area of the West Indian Islands, and the population in round numbers? To what particular group does each of the following belong:—Trinidad, Hayti, San Salvador, Barbadoes, New Providence, Guadaloupe? 13 marks.
6. Give definitions of—Rational Horizon, Aphelion, Plateau, Zenith. 6 marks.
7. In what counties are Winchester, Belturbet, Kidderminster, Campbelltown, Weymouth, Swansea? 6 marks.
8. Name the rivers which flow into the Gulf of Carpentaria, and four lakes of South Australia. 6 marks.
9. Specify the most northerly, most southerly, most easterly, and most westerly point of Scotland (mainland), with the county in which each is situate. 6 marks.
10. Give the proper designation and geographical position of each of the following: Maladetta, Muscat, Seychelles. 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. DEWAR, District Inspector.

1. (a) State any rule, and give a reason for the process, for finding the simple interest on a sum for days at a given rate per cent.
(b) When is a vulgar fraction said to be in its lowest terms? Show that $\frac{719}{1217}$ is such a fraction. 20 marks.
2. What must be the value of the 5 per cent. stock that after paying an income tax of 10d. in the £, it may yield $5\frac{3}{4}$ per cent. interest? (Neglect brokerage). 20 marks.
3. Divide 1028.5 by .0000017; also divide $\frac{23}{3\frac{1}{2}}$ by .0006; and multiply the difference of the quotients by .00025. 20 marks.
4. A could do a piece of work in 8 days, and B could do it in 5 days; after working $2\frac{3}{4}$ days they are joined by C, and the work is completed at the end of that day. In how many days could C do it working alone? 20 marks.
5. If 15 men working 12 hours daily reap 60 acres in 16 days; how many acres will 20 boys, working 10 hours daily, reap in $26\frac{2}{3}$ days?

- Appendix N* days, 7 men being able to reap as much as 8 boys in the same time? 20 marks.
- Examination* 6. Multiply 9·684256 by ·08912, true to five decimal places, by the method of contracted multiplication of decimals. 10 marks.
- Questions.* 7. Two clocks, one gaining 3 minutes and the other losing 2 minutes per day, are set right at noon. What is the time by the first clock when the second indicates noon a week afterwards? 10 marks.
- Male Teachers.* 8. A tobaccoist mixes together 80 lbs. of tobacco at 16s. per lb.; 100 lbs. at 20s. per lb.; 60 lbs. at 4s. 10d. per lb.; and 20 lbs. at 2s. 10d. per lb. What is the value of 3 ounces of the mixture? 10 marks.
- O Papers.* 9. What rate per cent. (per annum) does a money-lender get for money which he lends at the rate of a farthing a day for every £1? 10 marks.
10. (a) The value of a ratio is $\cdot 35$, and the consequent is $2\frac{1}{2}$; find the antecedent.
- (b) What do you understand by compounding two ratios? Illustrate by an example. 10 marks.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

MR. McCALLUM, Head Inspector,
MR. EARDLEY, District Inspector.

1. State and prove one case of the seventh proposition of the First Book of Euclid. Indicate how the eighth proposition can be proved without reference to the seventh. 10 marks.
2. The side of a parallelogram is equal to one of the diagonals; prove that the sum of the squares of the two sides which intersect that side is equal to the difference of the squares of the diagonals. 10 marks.
3. (a) Prove that all the interior angles of any rectilineal figure, together with four right angles, are equal to twice as many right angles as the figure has sides. (b) Prove that all the exterior angles of any rectilineal figure are together equal to four right angles. 10 marks.
4. The diameter of a circle is 10 inches; two parallel chords are drawn each 3 inches distant from the centre: find the area of the portion of the circle which is included between these chords. 10 marks.
5. The area of a sector is 61·3, the diameter of the circle 25; find the length of the arc, also the number of degrees which it contains. 10 marks.
6. Describe a parallelogram equal to a given rectilineal figure, having an angle equal to a given angle. 5 marks.
7. Prove that in a triangle the square of the side which subtends an acute angle is less than the sum of the squares of the other two sides, by twice the rectangle under either of those sides, and the line intercepted between the acute angle and the perpendicular drawn to that side from the opposite angle. 5 marks.
8. Prove that the parallelograms about the diagonal of a square are themselves squares. 5 marks.
9. The two adjacent sides and one of the diagonals of a parallelogram are respectively 14, 18, and 16; find the other diagonal. 5 marks.
10. A hide of leather containing 30 square feet is cut into strips each one-eighth of an inch in width, what would be the area of the circular space which it would enclose? 5 marks.

ALGEBRA.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. McCALLUM, Head Inspector.

Mr. KEENAN, District Inspector.

Appendix N

Examination
Questions.Male
Teachers.

C Papers.

1. A sum of £330 is laid out in two investments, by one of which 15 per cent. is gained, and by the other 8 per cent. is lost; the amount of the returns, including sum invested, is £345—find each investment.

10 marks.

2. Solve the equation—

$$\frac{1}{x} + \frac{x}{x+2} - \frac{1+x}{x+2} = 0.$$

10 marks.

3. Show that

$$\frac{a}{2na-2nx} + \frac{b}{2nb-2nx} \text{ becomes } \frac{1}{n} \text{ when } x = \frac{1}{2}(a+b).$$

10 marks.

4. Find the greatest common measure of

$$2x^5 - 11x^2 - 9 \text{ and } 4x^5 + 11x^4 + 81.$$

10 marks.

5. If $a = \frac{1}{2}$, $b = -1$, $x = 0$, $y = -\frac{1}{2}$, find the value of—

$$\frac{(b-y)^2}{ax-b^2} - \frac{(y-a)^2}{by-abx} + \frac{(a-b)^2}{b^2-xy}$$

10 marks.

6. Solve the equation—

$$x + \frac{y}{2} = y + \frac{x}{3} = x + \frac{x}{4} = 100.$$

5 marks.

7. Find the square root of—

$$(x^2 + 1)^2 + 4x(x^2 - 1).$$

5 marks.

8. Multiply $x^2 - 1 + \frac{1}{x^2}$ by $x + \frac{1}{x}$

5 marks.

9. Give the rule for writing down the cube of a binomial. Apply this rule to write down the cube of $4x - 5y$.

5 marks.

10. The difference of the squares of two consecutive numbers is 39; find the numbers.

5 marks.

DICTATION AND SPELLING BOOK SUPERSEDED—50 marks (including 20 marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CONNELLAN, District Inspector.

N.B.—The Dictation Exercise is to be taken from the Sixth Book, pp. 284, 285, from "It is the fault of all of us" to "the watch-words which belong to it."

1. Give the special meanings of the following words, usually considered synonymous:—(a) Ability, capacity, talent; (b) abdicate, resign, relinquish.

6 marks.

Appendix B

Examination
Questions.Male
Teachers.

Papers.

2. Explain the following words by means of Etymology :—Embarrass, foible, jovial, sympathy. 6 marks.
3. "Long sounds in primitive words become short in derivatives."
(a) To what is this law due? 6 marks.
(b) Give two examples in illustration of it. 6 marks.
4. Give three words, each illustrating a different sound of "ei." 6 marks.
5. Indicate by "accent" or otherwise the different pronunciations of the following words, and give the meaning in each case :—Wound, slough, presage. 6 marks.
6. Give three examples of the usefulness of etymology in cases of doubtful orthography, explaining each. 3 marks.
7. How was the word *oblige* formerly pronounced? Show this by a quotation. What was the cause of the change of pronunciation? 3 marks.
8. To each of the following words join affixes which will exemplify the first rule of spelling or an exception to it, and show how the rule (or exception) is exemplified :—*Glory, carry, Sicily*. 3 marks.
9. What words are pronounced most like *collar, lion, stayed*? Give their meanings. 3 marks.
10. Write out the rule for spelling exemplified in the word *almost*, and give some words that are exceptions to that rule. 3 marks.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. BOLE, District Inspector.

1. Give briefly the substance of Gray's "Ode on a distant prospect of Eton College"; explain what in it is meant by "the painful family of Death, more hideous than their queen"; and quote the remarkable and well-known passage with which this ode ends. 10 marks.
2. What effect have the attempts of Government to regulate by law the rate of wages? Explain. 10 marks.
3. Explain the distinction between "mechanically-formed" and "chemically-formed" rocks; and give examples of each. 10 marks.
4. "The fate of a brave people was decided in a manner which has left a lasting stain on the fame of Hastings and of England." Describe fully the matter thus referred to by Macaulay. 10 marks.
5. Write a description of the appearance of either Garth or Wamba. Mention what was the supposed occupation of the character you elect to describe; and also the period of history to which this description refers. 10 marks.
6. What three conditions are essential in order that an article may have value, in the sense in which this term is used by writers on political economy? Illustrate your answer with examples of things that have no value because of the absence of one or other of these conditions. 5 marks.
7. Explain how the quality of a soil depends on the nature of the rocks in the neighbourhood. 5 marks.
8. What different functions were exercised by the Levites, and how did these affect their location in the Holy Land? 5 marks.
9. What proofs have been given of the great antiquity of the manufacture of glass? 5 marks.
10. Write a short account of the "Book of Kells." 5 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this Paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. MACDONNELL, District Inspector.

Appendix N

Examination
Questions.Male
Teachers.

C Papers.

1. Journalize the following :—

1887.

Feb. 1, In hand, Cash,	£360	
„ Cash in Bank,	250	
„ Goods,	1,000	
„ Premises valued at,	950	
„ John Baker owes me	25	
„ Bills receivable,	95	
		£2,680
„ I owe John Johnston	£300	
„ My acceptances, W. J. Cameron,	250	
		£550

10 marks.

2. Open ledger accounts, and post the journal entries referred to in previous question.

10 marks.

3. Discounted to Michael Doyle, my note payable in two months, at 6 per cent., per annum.

The discount is,	£2 3 7	
The sum paid,	217 16 5	
		£220 0 0

What are my entries ?

10 marks.

4. Wm. Pim owes me £200. I buy wheat from him worth £450, and I immediately accept his Bill on me for the balance.

Give my journal entries.

10 marks.

5. When balancing your ledger, you find the amount on the Dr. side of the Goods Account greater than that on the Cr. side. Would you have gained or lost, and why ?

10 marks.

6. You receive from James Young £25, interest at 5 per cent. per annum on £500 you lent him. What entry do you make ?

5 marks.

7. When I send goods to New York, consigned to Michael Ward, for my own account, and for which goods I had paid ready money and all charges, what is my journal entry ?

5 marks.

8. How do you balance the goods account (a) if all have been sold ? How, if part remain unsold, and what value should be given these ?

5 marks.

9. Explain how the stock account is balanced.

5 marks.

10. State the three cases of partnership.

5 marks.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CARROLL, Agricultural Superintendent.

1. Mention the causes of deterioration in the "Hay Crop" as it is saved in Ireland.

10 marks.

2. Name and give a description of each of four of the breeds of cattle mentioned in "Practical Farming."

10 marks.

2 E

<i>Appendix N</i> Examination Questions. <i>Male</i> Teachers. C Papers.	3. To what classes of soils and to what crops is superphosphate especially suited?	10 marks.
	4. What are the uses of mineral constituents in the food of animals?	10 marks.
	5. Give a description of the cultivation of the onion in the cottage garden.	10 marks.
	6. Describe how a poultry-house of one apartment should be constructed and kept.	5 marks.
	7. Describe the summer feeding of horses.	5 marks.
	8. Mention the times for sowing cabbage seed and the periods for transplanting the plants raised.	5 marks.
	9. How are "partial failures" in the mangel and turnip crops made good?	5 marks.
	10. To what class of soils is Hard Fescue Grass suited? Describe this grass.	5 marks.

PENMANSHIP.—40 marks.

Half an hour allowed for this subject.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

SILENT, oh Moyle, be the roar of thy water,
Break not, ye breezes, your chain of repose,
While murmuring mournfully, Lir's lonely daughter
Tells to the night-star her tale of woes.
When shall the swan, her death-note singing,
Sleep, with wings in darkness furled?
When will heaven, its sweet bell ringing,
Call my spirit from this stormy world?

THE finest and most comprehensive view of Dublin is obtained from the eminence near the Magazine in the Phoenix Park. From this point the spectator sees before him the entire extent of the city, its splendid bridges, and the domes and spires of its public buildings and churches. The Park is a royal demesne, containing the summer residence of the Viceroy, and is a favourite place of resort for the recreation of the citizens. Here also are situated the Zoological Gardens, on a plot of ground sloping to the margin of a small lake.

Female
Teachers.

A Papers.

II.—FEMALE TEACHERS.

METHODS OF TEACHING, &c.—60 marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

MR. MOLLOY, Head Inspector.

MR. SHANNON, District Inspector.

1. Explain fully the purposes for which the "Analytic" method of teaching is employed. State the advantages of this method, and why it is so little practised.

12 marks

2. Write out short notes for an introductory lesson on "Birds of Passage."

12 marks.

3. Describe fully the working of a school according to the tripartite system. Show how each member of the teaching staff should be employed during the day. 12 marks.
4. When assigning "Home Lessons," teachers sometimes err in two ways. State what these errors are, and indicate the "Home Lessons," both oral and written, for the fourth class, for a week. 12 marks.
5. "These are the qualities for which patrons or local managers of schools, when making choice of teachers should anxiously look. They are those which the Commissioners are anxious to find, to encourage and to reward." State these qualities fully. 12 marks.
6. How does the method of questioning on "Home Lessons" differ from that of class teaching? 6 marks.
7. Give the substance of the Commissioners' rule regarding the payment of salary to a teacher in case of illness, or suspension of her school work. 6 marks.
8. What is the first thing which should be done when a senior class is about to parse a rather difficult sentence or passage? 6 marks.
9. Show the connexion between the system of organization adopted in a school and the arrangement of the furniture. You may select any system of organization. 6 marks.
10. What two points should be specially attended to, in order that a dictation lesson may produce the greatest advantage? 6 marks.

Appendix N
Examination
Questions.
Female
Teachers.
A Papers.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. STRONGE, District Inspector.

1. *Por. I prithee, boy, run to the Senate-house ;
Stay not to answer me, but get thee gone :
Why dost thou stay ?*

Luc. To know my errand, Madam.

Por. I would have had thee there, and here again,
Ere I can tell thee what thou shouldst do there.—

O constancy, be strong upon my side !

Set a huge mountain 'tween my heart and tongue !

How hard it is for women to keep counsel !—

Art thou here yet ?

Luc. Madam, what should I do ?

Run to the Capitol and nothing else.

Parse the words in *italics* in the foregoing passage. 18 marks.

2. Exhibit a particular analysis of the following sentence—

Sound of vernal showers

On the twinkling grass,

Rain-awakened flowers,

All that ever was

Joyous, clear, and fresh, thy music doth surpass.

14 marks.

3. Write notes upon the origin and application of the following words—
Tariff, by-laws, macadamize, Ouse, mob.

10 marks.

2 E 2

- Appendix N
Examination
Questions.
Female
Teachers.
A Papers.
4. Correct or account for the following sentences, giving your reasons fully—
- (a.) It was their interest to have interposed in his favour.
 - (b.) I will be twenty years of age my next birthday.
 - (c.) I shall certainly have John severely punished.
 - (d.) Shall it be visible once a century?
 - (e.) It is the judges that has arrived. 10 marks.
5. What differences exist in form between the language as spoken by the Saxon invaders of England and that now in use? Traces of the original form still exist. Give illustrations. 8 marks.
6. Give practical rules for the use of *shall* and *will* in asking questions in the *second* person. 6 marks.
7. Distinguish fully the meaning of the following expressions:—"He looks severe," and "he looks severely." "It tastes good," and "it tastes well." 6 marks.
8. State the nature of the Potential Mood. How many tenses has it, and why is it called the compound mood? 6 marks.
9. Give three rules for the insertion of the semicolon in punctuation. 6 marks.
10. What is prosody? Quote two lines of poetry, exemplifying (1) the iambic, (2) the anapaestic measure. 6 marks.

GEOGRAPHY.—60 marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHERHY, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

1. Draw an Outline Map of the Dominion of Canada, showing its several provinces, chief towns and rivers. 12 marks.
2. Explain and illustrate by diagrams the phenomena of (a) spring and (b) neap tides; and (c) name two localities where exceptionally high tides occur, explaining the cause. 12 marks.
3. To what families of the human race do the Laplanders, the Cingalese, and the New Zealanders respectively belong? Note the chief characteristics of any one of those families. 12 marks.
4. Give a brief sketch of the Geography of Italy, including its boundaries, length, breadth, area, and physical features. 12 marks.
5. Where and what are:—Saratoga, Kerguelen, Kars, Plassy, Tilsit, Navarino? 12 marks.
6. Account for the land and sea breezes common in warm climates. To what winds are these breezes analogous? 6 marks.
7. Name the chief Alpine passes leading from France and Switzerland into Italy. 6 marks.
8. Mention the exports of Egypt, Guiana, and Nova Scotia, respectively. 6 marks.
9. What are the causes assigned for the formation of eddies or whirlpools? Name two remarkable whirlpools. 6 marks.
10. What territories are referred to as (a) the Nizam's country, (b) Scindia's, (c) Holkar's? 6 marks.

ARITHMETIC.—100 marks.

Appendix N

Exami-
nation
Questions.Female
Teachers.

A Papers.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. McCALLUM, Head Inspector.

Mr. DEWAR, District Inspector.

1. Prove the rule for division of vulgar fractions, and explain clearly how it happens that a proper fraction is increased by dividing it by another proper fraction. 20 marks.
2. A could do a piece of work in 6 hours, B could do it in 5 hours, and C in $4\frac{1}{2}$ hours. A and B begin together to do the work; A is called away at the end of 36 minutes, and B at the end of 2 hours; in what time could C finish the work? 20 marks.
3. A man sells £1,150 stock out of 4 per cent. at 92, and invests the money in $3\frac{1}{2}$ per cent. stock; he gains £10 per annum by the change; find the price of the $3\frac{1}{2}$ per cent. stock. (Neglect brokerage.) 20 marks.
4. A and B run a race of a mile; B gets 15 yards start and loses by three seconds, A having run the mile in 5 minutes 35 seconds; in what time could B run a mile? 20 marks.
5. Out of the profits of a company seven pence in the £1 is paid for income tax, and out of the remainder the manager gets $3\frac{1}{2}$ per cent. for his salary; the manager's salary is £436 17s. 6d., find the gross profits of the company. 20 marks.
6. Two numbers are in the ratio of $\frac{5\frac{1}{2}}{5\frac{3}{8}}$ to $\frac{6\frac{2}{3}}{4\frac{3}{8}}$, and their sum is 143; find the numbers. 10 marks.
7. Find the cost price of an article, which if sold at 7 per cent. profit realises 5s. more than if it were sold at 17 per cent. loss. 10 marks.
8. Simplify

$$\frac{.102366}{.141} \text{ of } 22\frac{1}{2} \text{ of } .59 \text{ of } .234.$$
10 marks.
9. To every 4 lbs. of tea at 3s. per lb. I add 7 lbs. at 4s. per lb., what will I gain per cent. by selling each lb. of the mixture at 4s. 2d. ? 10 marks.
10. Give a short account of the "unit method" of working questions which are usually worked by proportion. 10 marks.

COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—Only one subject to be selected.

Mr. NEWELL, Head Inspector.

1. Our Cottage Industries.
2. Woman's place in society.

Appendix N

Examination
Questions.Female
Teachers.

A. Papers.

HISTORY.—40 marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHERRY, Head Inspector.

Dr. MORAN, District Inspector.

1. Under what circumstances were the following empires broken up :—

(a.) The *Macedonian Empire*?(b.) The *Roman Empire*?

Give dates.

8 marks.

2. To what extent did Magna Charta limit the feudal claims of the King?

8 marks.

3. What events led up to the liberation of the Jews after their seventy years captivity, and under whose leadership did they return to Palestine?

8 marks.

4. Sketch the origin and rise of the House of Hapsburg. How, and in what year, did that family lose the Imperial Crown of Germany?

8 marks.

5. Give a brief account of the several partitions of Poland, and of the subsequent struggles of the Poles for independence.

8 marks.

6. State all you know of any two of the following :—Draco, Solon, Epaminondas, Miltiades.

4 marks.

7. Mention events in English history under the dates 866, 1649, 1832, 1854.

4 marks.

8. What proofs, besides the Pyramids, of the power and vast wealth of the ancient kings of Egypt are still visible?

4 marks.

9. Give the date of accession of the king or queen of England who began to reign earliest in each century from 1500 to 1820.

4 marks.

10. In what capacity did Louis Napoleon first become ruler of France?

4 marks.

ENGLISH LITERATURE.—60 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. "Take this paper, and look you lay it in the prætor's chair." Who was the prætor? What was written on the paper?

12 marks.

2. State the reasons which Brutus gave for marching on Philippi.

12 marks.

3. Quote Cæsar's account of Calphurnia's dream, and Decius' interpretation.

12 marks.

4. (a.) "He is addressed."

(b.) "It was Greek to me."

(c.) "I never stood on ceremonies."

(d.) "You have condemned and noted Lucius Pella."

(e.) "A heart dearer than Plutus' mine."

(f.) "And things unluckily charge my fantasy."

Write notes on these phrases.

12 marks.

5. Give accurate quotations from the text, expressing the six reasons adduced by Portia wherefore Brutus should share his secret with her. Appendix N
12 marks. Examination Questions.
6. "Now some light:—O, he lights too."
 Explain in what connexion these words occur. 6 marks. Female Teachers.
7. Give the substance of Caesar's will. 6 marks. A Papers.
8. To whom does Cassius liken himself when bearing the tired Caesar from the waves of Tiber? 6 marks.
9. Quote the lines in which the death of Cassius is described by a beautiful metaphor from external nature. 6 marks.
10. Explain the following expressions:—*Niggard with, smatch, Bootless kneel, Sober form, Orts, Couchings.* 6 marks.

PENMANSHIP.

Half an hour allowed.

N.B.—*Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—*

A cloud lay cradled near the setting sun,
 A gleam of crimson tinged its braided snow;
 Long had I watched the glory moving on
 O'er the still radiance of the lake below.
 Tranquil its spirit seemed, and floated slow;
 Even in its very motion there was rest;
 While every breath of eve that chanced to blow
 Wafted the traveller to the beauteous west.

The animal that produces pearls in the greatest abundance, of the purest nature, and of the highest value, was classed by Linnæus with the mussels; but some other naturalists have formed it into a distinct genus. In this country it is usually called the pearl oyster. It inhabits the Persian Gulf, the coasts of Ceylon, the sea of New Holland, the Gulf of Mexico, and the coasts of Japan. It attains perfection nowhere but in the equatorial seas; but the pearl fishery in the island of Ceylon is the most celebrated and productive.

METHODS OF TEACHING, &c.—60 Marks.

B Papers.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. MOLLOY, Head Inspector.

Mr. SHANNON, District Inspector.

1. What are the advantages of a "regularly recurring alternation of position from sitting to standing, &c., with corresponding changes of subjects" during the school day? 12 marks.
2. In what class is dictation first introduced as a part of the Results programme? Indicate the steps which should be taken in the classes below this to prepare the pupils for the subject. 12 marks.
3. Write notes for an introductory lesson on "Lakes." 12 marks.
4. How would you announce home lessons, so that a pupil would have no excuse for coming unprepared after a day's absence? 12 marks.

- Appendix N
Examination
Questions.
Female
Teachers.
B Papers.
5. How far do the rights of visitors to National schools extend as regards :—
- (a) The time of visiting? 12 marks.
 - (b) The examination and use of records? 6 marks.
 - (c) The conduct of business? 6 marks.
6. What may be considered the most suitable time for teaching the "demonstrative part of the arithmetic," and why? 6 marks.
7. What are the injurious effects of prompting and copying, and how are these practices to be suppressed? 6 marks.
8. Describe three of the difficulties children meet in learning simple subtraction, and illustrate by examples. 6 marks.
9. How many answers be received from the pupils during a mental arithmetic lesson? 6 marks.
10. Write out the programme in Geography for the senior fifth and the sixth classes. 6 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. STRONG, District Inspector.

1. Not now my theme—why turn my thoughts to thee?
Oh! who can look along thy native sea,
Nor dwell upon thy name, whate'er the tale,
So much its magic must o'er all prevail?
Who that beheld that sun upon thee set,
Fair Athens! could thine evening face forget?
Not he—whose heart nor time nor distance frees,
Spell-bound within the clustering Cyclades!

Parse fully the words in *italics* in the foregoing passage. 18 marks.

2. Specify the country or language to which we owe each of the following words :—*Aeronaut, bayonet, caste, bazaar, tomahawk, sherry.* 12 marks.

3. Correct the errors (if any) in the following expressions, giving your reason in each case.

- (a.) Will I see her at home to-morrow?
- (b.) You shall go to school regularly henceforward.
- (c.) I often seen it done in that way.
- (d.) He said it now, and has said it before, and may say so again.
- (e.) Consult a physician who you can depend on. 10 marks.

4. Draw out a general analysis of the following stanza :—

Ye winds that have made me your sport,
Convey to this desolate shore
Some cordial endearing report
Of a land I shall visit no more.

12 marks.

5. Explain the peculiarities of expression in the following sentences :—
The second edition is printing; the Miss Smiths have arrived; John does nothing but complain; the statements were as follows. 8 marks.

6. "Adjectives should not be used as adverbs nor adverbs as adjectives." What exceptions to this rule are permissible, and why? *Appendix N*
6 marks. *Examination Questions.*
7. When should the subjunctive mood be used? Is it true to say that it must follow certain conjunctions? Explain by examples. *Few of Teachers.*
6 marks. *B Papers.*
8. Show how the 'perfect' may be most effectively distinguished from the 'past' tense of a verb. 6 marks.
9. Explain the origin and meaning of the verbs *may, can, ought*. 6 marks.
10. In what instances is the English possessive case not resolvable into a noun preceded by a proposition? 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

1. Draw an outline Map of Africa—marking, with names, its principal mountains, capes, and rivers. 12 marks.
2. (a) State four uses of mountains in the economy of Nature.
(b) Name two mountains of Africa which rank in the first class, and two of Britain in the eighth class, giving the height of each summit. 12 marks.
3. Describe the course of the Severn from its source to its mouth, naming the counties through which it passes, and the chief towns on its banks. 12 marks.
4. A ship steams westward along the Equator from Albemarle Island, longitude $91^{\circ} 30' W.$, to the point where the meridian of $170^{\circ} E.$ intersects the Equator. What is the distance traversed in British miles? (Give your calculation). 12 marks.
5. Name the inland provinces of Spain, and the Spanish rivers which flow into the Atlantic, and the Mediterranean, respectively. 12 marks.
6. What is the difference in degrees Fahrenheit, between the highest temperature observed in the Nubian desert, and the lowest temperature observed in Siberia? 6 marks.
7. What are Isothermal lines, Pampas, Glaciers, Doldrums, Harmattan, Horse Latitudes? 6 marks.
8. Name the principal exports of the South African colonies. 6 marks.
9. In what county is each of the following towns situated:—Kendal, Ballymote, Stratford-on-Avon, Bala, Peterhead, Chepstow? 6 marks.
10. Mention the staple trade of each of the following places:—Leicester, Lisburn, Kilmarnock, Northampton, Balbriggan, Macclesfield. 6 marks.

Appendix N

Examination
Questions.Normal
Teachers.

B Papers.

ARITHMETIC.—100 marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. DEWAR, District Inspector.

1. In a question in simple multiplication by two or more figures, why are the lines obtained by the successive multiplications not placed one directly below the other? 20 marks.
2. A can do a piece of work in 5 hours, B in 9 hours, and C in 15 hours. How long would A and B take to do the work, C working for 1 hour only? 20 marks.
3. A man buys a quantity of wine at 16s. per gallon; 20 per cent. of it was lost; at what price per gallon must he sell the remainder so as to gain 20 per cent. on his outlay? 20 marks.
4. How much money must be invested in 3 per cent. stock at $92\frac{1}{2}$, to produce the same annual income as would be produced by the investment of £1,530 in $3\frac{1}{2}$ per cent. stock at 95? (Neglect brokerage.) 20 marks.
5. Find the difference between—

$$\frac{5\frac{3}{4} \text{ of } 7\frac{2}{3}}{8\frac{7}{8} - 3\frac{5}{12}} \text{ of } £3 \text{ } 15s. \text{ } 10d. \text{ and } \cdot 945 \text{ of } £1 \text{ } 14s. \text{ } 4\frac{1}{2}d.$$
20 marks.
6. A dealer sells two horses for £40 each; on one of them he gains 20 per cent. on what the horse cost him, and on the other he loses 20 per cent. on the cost price; how much does he gain or lose on the whole? 10 marks.
7. Divide 1028.5 by .0000017 and multiply the quotient by .00025. 10 marks.
8. What principal would at $3\frac{1}{2}$ per cent. simple interest become £593 14s. $1\frac{1}{2}d.$ in 6 years? 10 marks.
9. A man can reap $302\frac{1}{2}$ square yards in one hour; in what time will five such men reap $2\frac{1}{2}$ acres? 10 marks.
10. (a.) Explain by an example how multiplication is proved by casting out the nines.
 (b.) Under what circumstances will this method of proof fail to detect incorrect work? 10 marks.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CONNELLAN, District Inspector.

N.B.—The *Dictation Exercise* is to be taken from the Sixth Book, p. 400, from "We may see the great force of friction" to the end of the paragraph.

1. Give examples: (a) of words adopted without change of spelling into the English language, which have been brought under the English accent; (b) of words which have resisted this tendency. 6 marks.

2. Explain the following words through their etymology :—*Indenture*, *monopoly*, *dyspepsy*. 6 marks. *Appendix N*
3. Give the quotations introduced as notes in the spelling book to illustrate the original meanings of the following words :—*Vault*, *port*, *dams*. 6 marks. *Examination Questions.*
4. Give the duplicate of each of the following words :—*Shock*, *milky*, *uprightness*. 6 marks. *Female Teachers.*
5. Make such observations as you would to a sixth class on the laws of pronunciation, exemplified by the words—*admire*, *admirer*, and *admirable*. 6 marks. *B Papers.*
6. In the following cases of doubtful orthography, which form of spelling is to be preferred, and why ?
- | | | | |
|---------------------|-----------------------|---------------------|----------|
| { <i>entire</i> , } | { <i>incumber</i> , } | { <i>vigor</i> , } | 3 marks. |
| { <i>intire</i> , } | { <i>encumber</i> , } | { <i>vigour</i> . } | |
7. Explain the following abbreviations :—*4to.*, *Id.*, *MSS.* 3 marks.
8. Why do English writers give the termination *our* to many words which in America are made to end with *or* ? 3 marks.
9. What guide have we to the pronunciation of the final syllables—*ice*, *ile*, *ius*, *ise*, and *ite* ? 3 marks.
10. Explain the reason for doubling the final consonant in accordance with the second rule for spelling. 3 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. BOLE, District Inspector.

1. Explain the following passages, and refer specially to such words as are in italics :—
- So many mermaids tended her 't the eyes,
And made their bends adornings.
 - Inventress of the vocal frame.
 - There's not the smallest orb which thou behold'st
But in his motion like an angel sings,
Still quivering to the young-eyed cherubim.
 - Look once more ere we leave this specular mount.
- 10 marks.
2. Which theory respecting the origin of language does Archbishop Trench adopt, and on what grounds ? 10 marks.
3. How does Miss Harriet Martineau infer that the Egyptians owe their early ideas of art to the Nile and the Desert ? 10 marks.
4. "His competitor was a Hindoo Brahmin." Who was the person referred to ; and what were the public duties intrusted to the caste or division to which he belonged ? 10 marks.
5. Explain fully the principle that should guide us in the formation of "Good Manners," and illustrate your answer with examples of acts that offend against politeness. 10 marks.
6. Explain the cause of the apparent difference between the quotations of the English and the Irish Stocks. 5 marks.
7. How may bleeding after the application of leeches be arrested, and how may the flow of blood be increased ? 5 marks.

- Appendix N
Examination
Questions.
Facts
Teachers.
B Papers.
8. Show that "the structure of the animal ear depends for its use not simply upon being surrounded by a fluid, but upon the specific nature of that fluid." 5 marks.
9. Mention two alloys of lead, with the purposes for which they are used. 5 marks.
10. What temporal advantages accrued to the Hebrews from the building of Solomon's temple? 5 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. MACDONNELL, District Inspector.

1. Journalise the following:—

1887.

Jan. 1,	Took Stock, and found on hands—				
	Cash,			£500	
	Wine, 30 pipes @ £50 per pipe			1,500	
	Tea, 50 chests @ £7 per chest			350	
					£ s. d.
				2,350	0 0
"	Bills Receivable—				
	Henry Jones' acceptance,	.	.	100	0 0
"	John Scott owes me	.	.	60	0 0
"	I owe James Robinson	£64			
"	" Wm. Wilson	25			
				89	0 0
"	My Promissory Note to D. Lane at one day's date, payable with interest,			1,000	0 0

12 marks.

2. Open all the necessary Accounts and post all the above transactions from the Journal into the Ledger. 10 marks.

3. When looking over my Ledger, I find that I have charged to the account of William Blake 10 chests of tea, sold to John Cox. How am I to rectify the error? 8 marks.

4. In the Bills Receivable Account in my Ledger the Balance is:—"By Balance £200." In the Bills Payable Account the Balance is "To Balance £300." What do I learn from each of these entries? 10 marks.

5. Journalise the following:—

Discounted with Graham and Co. Jno. Sands' Acceptance for £295 10s., and received their cheque for £293. 10 marks.

6. How are the Profit and Loss, and the Balance Accounts closed? 5 marks.

7. Journalise the following transactions:—

- (a) Paid rent of Warehouse for last month, £7 10 0
- (b) Deficiency in settling cash, supposed lost, 0 16 4

5 marks.

8. John Doyle's Account in my Ledger is closed "By Balance £50." What do you infer from this? 5 marks.

9. When my books are closed what appears—

(a) On Credit side of Stock ?

(b) On Debit side of Profit and Loss ?

5 marks.

10. What Journal entry should be made by you when you accept the draft of John Carson, £35 10s., at one month.

5 marks.

Appendix N

Examination Questions.

Female Teachers.

B Papers.

PENMANSHIP.

Half an hour allowed for this subject.

N.B.—*Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—*

A cloud lay cradled near the setting sun,
A gleam of crimson tinged its braided snow ;
Long had I watched the glory moving on
O'er the still radiance of the lake below.
Tranquil its spirit seemed, and floated slow ;
Even in its very motion there was rest ;
While every breath of eve that chanced to blow
Wafted the traveller to the beauteous west.

The animal that produces pearls in the greatest abundance, of the purest nature, and of the highest value, was classed by Linnæus with the mussels ; but some other naturalists have formed it into a distinct genus. In this country it is usually called the pearl oyster. It inhabits the Persian Gulf, the coasts of Ceylon, the sea of New Holland, the Gulf of Mexico, and the coasts of Japan. It attains perfection nowhere but in the equatorial seas ; but the pearl fishery in the island of Ceylon is the most celebrated and productive.

METHODS OF TEACHING.—60 Marks.

C Papers.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. MOLLOY, Head Inspector.

Mr. SHANNON, District Inspector.

1. What are the principal circumstances which determine the construction of a Time Table for any particular school ? 12 marks.
2. Draw up a Time Table for a girls' school providing for four hours secular instruction, needlework being taught for one hour daily ; half an hour to senior division, and half to junior division. 12 marks.
3. Write notes for a lesson on the "Pigeon." 13 marks.
4. Explain how you teach Notation and Numeration to the senior classes. 12 marks.
5. Give the substance of the seventh and eighth Practical Rules for Teachers. 12 marks.
6. What measures should be taken to prevent disorder and untidiness in the school-room from caps, satchels, &c. ? 6 marks.
7. The signal for silence is often ineffectual in schools. Why is this ? 6 marks.
8. What is meant by a Table of Constants ? Give at least four items. 6 marks.

- Appendix N
Examination
Questions.
9. What are the requirements of the programme for Fourth Class pupils in grammar and arithmetic? 6 marks.
10. On what fundamental principle is the proper organization of a school founded? 6 marks.

Female
Teachers.
C Papers.

GRAMMAR AND DERIVATIONS.—60 Marks

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercises must be one, are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. STRONG, District Inspector.

1. *It might, I think, be sufficient to object to this explanation that language would then be an accident of human nature; and this being the case, that we should somewhere encounter tribes sunk so low as not to possess it.*

Parse fully the words in *italics* in the foregoing passage. 18 marks.

2. Give, and explain where necessary, the derivations of the following words:—*puzzle, traduce, reporter, vanguard, idolize, portray.*

12 marks.

3. Correct, or account for, the following expressions, giving the rule in each case:—

(a.) John has mislaid Frances' book.

(b.) Either you or I are mistaken.

(c.) She that is idle reprove, not I who am diligent.

(d.) The neglecting her duty was inexcusable.

(e.) She looks very neatly.

10 marks.

4. Give a general analysis of the following sentence:—

"The only passage by which it could be entered was a cavern that passed under a rock, of which it has long been disputed whether it was the work of nature or of human industry."

12 marks.

5. Show that the participles (past or present) do not in themselves contain any notification of the time to which they refer. 8 marks.

6. "Some transitive verbs have two objects." Exemplify this, and show by what each object is governed. 6 marks.

7. In what cases only, has the English verb various terminations to express number and person? What are those terminations? 6 marks.

8. Write out the persons of the second future tense (passive voice), of the verb *to forget*, in both numbers. 6 marks.

9. In what instances is the relative "that" preferred to "who" or "which." 6 marks.

10. Name four classes of adjectives, and say which of those classes is inflected. 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

1. Draw an outline map of Ireland—marking its principal headlands and harbours, and also the counties of Munster. 12 marks.

2. State the use of isothermal lines—show how they are traced, and explain why they do not coincide with the parallels of latitude. 12 marks.
3. State clearly the proofs that the earth is curved :—
 (a.) From north to south.
 (b.) From east to west.
 In what zone is the curvature least ? 12 marks.
4. Name in order from the south-east, the friths and lakes connected by the Caledonian canal. Through what counties does that canal pass ? 12 marks.
5. Write out a list of the south midland counties of England, with their chief towns. 12 marks.
6. Give definitions of :—Sensible horizon, Nadir, perihelion, delta, water-shed ? 6 marks.
7. In what counties are Bolton, Balmoral, Edenderry, Greenock, Arklow, Windsor ? 6 marks.
8. Name the Australian Colonies in the order in which they would be passed in sailing round the island from Cape York. 6 marks.
9. Name the maritime countries of Europe, beginning at the North Cape, and going round by the coast to the Crimea. 6 marks.
10. Where and what are :—Tchernu, Malacca, Buxton ? 6 marks.

Appendix N
 Examination
 Questions.
 Female
 Teachers.
 C Papers.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. M^CCALLUM, Head Inspector.

Mr. DEWAR, District Inspector.

1. (a) Define the terms *prime number*, and *least common multiple*.
 (b) Write down all the prime numbers between 50 and 80, and find the least common multiple of 1426 and 989. 20 marks.
2. The price of .0125 lb. is .4583 of a shilling, what is the value of .015 of a ton ? 20 marks.
3. A man left to his son five-eighths of his money, to his daughter five-eighths of the remainder, and the rest to his wife. Upon dividing the money it was found that the son had £750 more than the daughter. How much was left to each ? 20 marks.
4. If goods are bought at 6½d. per lb., and sold at £4 10s. per cwt., what is the gain or loss per cent. ? 20 marks.
5. Find the value (a) in troy weight and (b) in avoirdupois weight of $\frac{5}{12}$ lb. troy + $\frac{5}{12}$ lb. avoirdupois. 20 marks.
6. What sum lent at 4 per cent. simple interest will produce in three years the same amount of interest as £540 will produce in two years at 5 per cent. ? 10 marks.
7. Find the cost of a silver cup which weighs 4 lbs. 8 oz. 10 dwts.; the value of the silver being £3 6s. per lb., and the charges for workmanship amounting to 2s. 6d. per ounce. 10 marks.
8. Divide the difference between .4616 and .54 by .00112. 10 marks.
9. At what rate per cent. per annum will £142 10s. become £191 13s. 3d. in 5½ years ? 10 marks.
10. Explain clearly why it is that the value of a decimal is not changed by annexing any number of ciphers to the end of it. 10 marks.

Appendix N

Examination
Questions.Female
Teachers.

C Papers.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CONNELLAN, District Inspector.

N.B.—The *Dictation Exercise* is to be taken from the Sixth Book, p. 400, from "We may see the great force of friction," to the end of the paragraph.

1. (a.) Why is the number of synonyms in the English language unusually great?
(b.) Give synonymous terms for the following words:—*Scatter*,
penetrate, *preponderate*. 6 marks.
2. Define "Frequentatives" and "Diminutives." Write two examples of each class, giving the reason of your classification in each case. 6 marks.
3. Define the following terms:—*Primitive word*, *derivative word*. State the several ways in which English derivatives are formed from their primitives, and give two examples of each method. 6 marks.
4. By reference to the etymology, explain the meaning of each of the following words:—*Forestal*, *thermometer*, *venison*. 6 marks.
5. What are the exceptions to the rule for spelling which is exemplified in *stony*? 6 marks.
6. Write three words, each illustrating a different sound of the combination of the letters "ough." 3 marks.
7. To three of the following words, join affixes which will exemplify the fifth rule for spelling, or exceptions to that rule:—*Due*, *engage*, *name*, *awe*, *whole*. Explain how the rule or exception is exemplified in each case. 3 marks.
8. Give the different meanings of each of the following words:—*Bale*, *chase*, *forge*. 3 marks.
9. In the word *give*, the sound of *i* is said to be irregular. Show that this is the case. 3 marks.
10. "The eye may be said to remember." What practical application in spelling may be made of this fact? 3 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. BOLE, District Inspector.

1. Illustrate the meaning of each of the following "Sayings of Poor Richard":—

- (a.) Experience keeps a dear school, hut fools will learn at no other.
- (b.) At a great pennyworth pause a while.
- (c.) A ploughman on his legs is higher than a gentleman on his knees. 12 marks.

2. Blocks of stone are frequently met with at a distance of hundreds of miles from the rocks of which they once formed a part, and separated

from them by deep valleys; in what way only can their translation be accounted for?

- | | | |
|--|-----------|------------------------|
| 3. Describe the amusements suitable for children. | 10 marks. | Examination Questions. |
| 4. State where each of the following is, and note such information respecting each of them as you have derived from the Reading Books:—
Kincora, Doonass, Clonmacnoise, Inishcaltra, Gobhins. | 8 marks. | |
| 5. Explain how Archbishop Trench draws moral lessons from the words "tribulation" and "assenter." | 10 marks. | Female Teachers. |
| 6. What is a reversionary annuity? | 5 marks. | |
| 7. Where and how is spermaceti obtained? | 5 marks. | C Papers. |
| 8. State the various ways in which gentleness is manifested? | 5 marks. | |
| 9. Give the meanings of the following terms which occur in the Sixth Book:— <i>terrellated, ubiquitous, glade, transepts, pariah.</i> | 5 marks. | |
| 10. What does the poem by Rogers on the "Great St. Bernard" tell us about the "little lake" and the "chapel destined for the dead"? | 5 marks. | |

PENMANSHIP.

Half an hour allowed.

N.B.—*Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—*

A cloud lay cradled near the setting sun,
A gleam of crimson tinged its braided snow;
Long had I watched the glory moving on
O'er the still radiance of the lake below.
Tranquil its spirit seemed, and floated slow;
Even in its very motion there was rest;
While every hreath of eve that chanced to blow
Wafted the traveller to the beauteous west.

The animal that produces pearls in the greatest abundance, of the purest nature, and of the highest value, was classed by Linneus with the mussels; but some other naturalists have formed it into a distinct genus. In this country it is usually called the pearl oyster. It inhabits the Persian Gulf, the coasts of Ceylon, the sea of New Holland, the Gulf of Mexico, and the coasts of Japan. It attains perfection nowhere but in the equatorial seas; but the pearl fishery in the island of Ceylon is the most celebrated and productive.

III.—MONITORS.

METHODS OF TEACHING.—60 Marks.

Monitors.

D Papers.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. MOLLOY, Head Inspector.

Mr. SHANNON, District Inspector.

- | | |
|--|-----------|
| 1. Write out questions on the subject matter of the lesson on "Foreign Fruit"—Second Book. | 18 marks. |
| 2. What faults are monitors liable to commit when teaching the First Class? | 14 marks. |
| | 2 F |

Appendix N Exami- nation Questions. Monitors. D Papers.	3. State some of the principal "reminders" to monitors regarding class-teaching.	14 marks.
	4. In what part of the school work should the lessons proceed in perfect silence on the part of the pupils, and what is the best way to prevent noise?	14 marks.
	5. What portions of arithmetic should be taught in First and Second Classes, and how should you teach them?	8 marks.
	6. When should a child in First Class be advanced to a new reading lesson?	8 marks.
	7. How would you train children in the junior classes to keep their eyes fixed on the passages and words used by others while the reading lesson is going on?	8 marks.
	8. On what does the success of the children in learning to read mainly depend?	6 marks.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four questions, of which the parsing exercise must be one, are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. STRONGE, District Inspector.

1. *It is not easy to determine how far an individual might advance between the sheet of water and the rock; but were it even possible to explore the recess to its utmost extremity, scarcely anyone, I believe, would have courage to attempt such an expedition.*

Parse fully the words in *italics* in the foregoing passage. 24 marks.

2. Write in columns the past tense and past participle of the following verbs:—*spread, catch, bereave, forsake, lie, eat.* 12 marks.

3. Give the roots, prefixes, and affixes in the following words:—*Accessory, hypercritical, overweening, projectile, repository, unburden.* 12 marks.

4. In the following sentences distinguish those which are correct from those which are not, giving the reason in each case:—

- (a.) A carriage and four has arrived.
- (b.) Neither you nor I are to blame.
- (c.) I called at Johnson's the bookseller.
- (d.) Trust in me who am your friend.

12 marks.

5. What is the rule of apposition? Give an example. 6 marks.

6. What is the meaning of the word "apostrophe," and what does it indicate in such words as "John's." 6 marks.

7. Distinguish, with examples, the words *either* and *neither*, as distributive pronouns, and as conjunctions. 6 marks.

8. Name five nouns, having each two forms of plural, according to the sense conveyed. 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

1. Draw an outline Map of Ireland, and mark on it, with names (a) the six most populous cities, and (b) twelve islands. 16 marks.

2. Give definitions of: Meridian, Parallels of Latitude, Ecliptic, Oasis, Delta, Latitude, Longitude, Estuary. 16 marks. *Appendix N*
3. State the boundaries and divisions of the Kingdom of Greece; and name the six principal Ionian Islands. 16 marks. *Examination Questions.*
4. Where are: Belize, Curaçoa, the Paraguay, the Strait of San Juan de Fuca, the Gut of Canso, Cape Sable, Tamatave, Reykjavik, Taganrog, the Cevennes? 12 marks. *Monitors.*
5. What are (a) Monsoons, (b) Trade Winds? 8 marks. *D Papers.*
6. In what two counties is each of the following towns situated; and what river divides the counties in each case: Ballina, Athlone, Newry, Ballinasloe? 8 marks.
7. Name the principal mountain chains of Europe, saying where each is situated. 6 marks.
8. Name the most easterly points of Ireland, England, and Scotland. 6 marks.

ARITHMETIC.—100 marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. McCALLUM, Head Inspector.

Mr. DEWAR, District Inspector.

1. (a) In order to compare vulgar fractions they must be reduced to equivalent fractions having a common denominator. Explain why.

(b) When is one number said to be prime to another? How would you proceed to find the Least Common Multiple of several such numbers? 30 marks.

2. Simplify—

$$.031339 \times 3 \cdot \dot{1}\dot{3} + \frac{62}{351}.$$

Give the answer as a decimal.

25 marks.

3. Find the rent of a farm containing 40 acres 2 roods 20 perches, statute measure, at 18s. 9d. the Irish acre. 25 marks.

4. Extract the square root of—

$$\frac{100 \cdot 2001}{100}.$$

20 marks.

5. If a rupee is worth 2s. 3d., and a dollar worth 4s. 3½d.; how many rupees must be given in exchange for 45 dollars? 15 marks.

6. Simplify—

$$\frac{3 \cdot 5 - .21}{5 - .0625}.$$

15 marks.

7. Divide the sum of $4\frac{1}{2}$, $\frac{5}{6}$, $7\frac{2}{3}$, and $\frac{6}{12}$ by one-half the difference between $5\frac{1}{2}$ and $\frac{2}{3}$. 12 marks.

8. If 29 men in 5 days of 12 hours each reap 32 acres; in how many days of 13 hours each will 20 men working equally reap 40 acres? 12 marks.

Appendix N

Exami-
nation
Questions.

Monitors.

D Papers.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only four questions to be attempted.

MR. M'CALLUM, Head Inspector.

MR. EARDLEY, District Inspector.

1. Given the sum of the side and perpendicular of an equilateral triangle, construct the triangle. 14 marks.
2. If two triangles have two angles of the one equal to two angles of the other, and a side of the one equal to a similarly situated side of the other, the triangles are equal in every respect: prove this fully. 12 marks.
3. Prove that the area of a triangle is found by multiplying the base by the perpendicular height and taking half the product. 12 marks.
4. The area of a right-angled triangle is 84.5 square feet, and one of its sides is 39 inches; find the hypotenuse. 12 marks.
5. When the side of a triangle is produced, show that the interior remote angle adjacent to this side and the exterior angle are unequal. By what do they differ? 10 marks.
6. Show that parallelograms upon equal bases and between the same parallels are equal to one another. 8 marks.
7. Find the rent of a square field whose diagonal is 9 chains 57 links, at £1 2s. 6d. an acre. 8 marks.
8. Prove that ten square chains make an acre. 8 marks.

ALGEBRA—50 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

MR. M'CALLUM, Head Inspector.

MR. KEENAN, District Inspector.

1. Write down the factors of the following expressions:—
 $a^2 - 2ab + b^2 : a^3 - b^3 : a^3 + b^3 : a^5 - b^5$. 12 marks.
2. Find x from the equation—

$$\frac{1}{x} - \frac{1}{x-1} = \frac{1}{x-2} - \frac{1}{x-3}$$
. 14 marks.
3. Find the simple value of—

$$\left(\frac{a}{a+1} - \frac{a-1}{a} \right) \times \left(1 - \frac{1}{2a-1} \right)$$
. 12 marks.
4. Find the greatest common measure of—
 $x^3 + 2x^2 + 2x + 1$ and $x^3 - 2x - 1$. 12 marks.
5. Divide
 $x^5 + a^4x^4 + a^3$ by $x^2 + ax + a^2$. 8 marks.

6. Solve the equation

$$\frac{2x-1}{3} - \frac{3x-1}{4} = \frac{x}{2} + 1.$$

8 marks.

7. Find the value of

$$\frac{a^2 - b^3}{c^4} \text{ when } a = \frac{1}{2}, b = \frac{2}{3}, \text{ and } c = \frac{3}{4}.$$

8 marks.

8. Find the quotient when the sum of
- $2x(x^3+1)$
- and
- $3(x^2+1)$
- is divided by the product of
- $(2x+3)$
- and
- $(x+1)$
- .

10 marks.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 marks (including 20 marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only three questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CONNELLAN, District Inspector.

N.B.—The Dictation Exercise is to be taken from the Fifth Book, p. 265, from "Nor has traffic more enriched" to the end of the paragraph.

1. Classify the following words as examples of, or exceptions to, Rules for Spelling, giving the reason of the classification in each case:—Kidnapping, limited, dyeing, wisdom, disease. 10 marks.

2. Tell the different meanings of the words:—Crop, consistency, found, litter, hamper. 10 marks.

3. Show how the pronunciation affects the meaning of the following words:—Tarry, permit, supine, reprimand, sewer. 10 marks.

4. Give the rule for spelling, or exception to the rule, exemplified by the following words:—Changing, mistake, riveted, travelled, recurrence. 5 marks.

5. Give the present participle of each of the following verbs:—Arrive, agree, judge, worship, limit. 5 marks.

6. What words are liable to be confounded by incorrect speakers with vocation, alley, spacious, opposite, errand? Give the meaning of each. 5 marks.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. BOLE, District Inspector.

1. Write out neatly the twelve lines of Gray's Elegy commencing thus:—

"Perhaps in this neglected spot is laid." 13 marks.

2. Sketch the difficulties of George Stephenson's early career and the manner in which he surmounted them. 12 marks.

3. Relate the story of the Sarscen's Head. 13 marks.

Appendix N

Examination Questions.

Monitors.

D Papers.

4. Describe the functions respectively of *sewer*, *squire*, and *seneschal*. 12 marks.
5. Write out the last stanza of the Ode on Spring, commencing :—
"To contemplation's sober eye." 7 marks.
6. In the extract from "The Lady of the Lake," there is reference to a "Bridge of Turk." How is this name, Turk, in Scotland accounted for? 6 marks.
7. State what you know of Sir Philip Francis. 6 marks.
8. Who are the respective authors of—"Voyages of Gulliver," "The Battle of the Baltic," "Paradise Lost," "The Iliad," "The Seasons"? 6 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. MACDONNELL, District Inspector.

1. 1887.

Jan'y. 1, Cash on hand	£145	7	0
" " Wine, 20 pipes, at £60 per pipe	1,200	0	0
" 2, Sold to J. Small, 10 pipes, at £70 per pipe,	700	0	0
" 3, Bought of Wm. Green 8 pipes, at £80 per pipe,	640	0	0
" 4, Sold to J. Stone for cash, 10 pipes, at £65 per pipe,	650	0	0
" 5, Received from J. Small on account,	350	0	0
" 8, Remitted W. Greens on account,	400	0	0

Journalize the above. 14 marks.

2. Open the ledger accounts necessary for the foregoing and post them. 20 marks.

3. When balancing a real account, such as wine, what does the difference of the debit and credit sides of the money columns represent? Explain. 8 marks.

4. James Clarke owes me £200. In what accounts and on which side of each does this item appear when the accounts are closed? 8 marks.

5. In the journal entry, "Sundries Dr. to Stock,"

Cash,	£100
Goods,	150

What is meant by the term "Sundries"? 7 marks.

6. What is meant by "taking stock," and how often must it be performed? 6 marks.

7. How are the books closed for the Fourth Set; and how do you know when they have been correctly kept? 6 marks.

8. How can a merchant find how much money he has on hands at any time, by referring to his account? 6 marks.

Appendix N

Examination
Questions.

Monitors.

D Papers.

DRAWING.—50 Marks.

Three hours allowed for this subject.

N.B.—*The name of the Monitor and of his School to be written on each paper.*

Mr. NEWELL, Head Inspector.

Mr. LOUGHNAN, District Inspector.

The examination consists of three parts :—

1. Freehand Drawing from the Flat.
2. Object Drawing in Outline.
3. Practical Geometry.

I.—FREEHAND DRAWING.—20 marks.

A drawing of the example supplied is to be made on an enlarged scale ; the height to be increased about one inch, and the breadth in proportion.

II.—OBJECT DRAWING.—12 marks.

The examiner will place on a small table at a height of about 2 feet 6 inches from the floor, a large glass bottle or ink jar, with a closed book leaning against its side. The bottle or jar and book are to be drawn.

III.—PRACTICAL GEOMETRY.—18 Marks.

NOTE.—*Any three of the following questions may be attempted. Answers should be written on one side of paper only, and where a construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question, unless the construction is neatly drawn, and all lines shown.

1. Construct a square equal in area to a rhomboid, two of the adjacent sides of which form an angle of 60° . The sides are $2\frac{1}{2}$ inches and $1\frac{1}{2}$ inches respectively. 8 marks.

2. Construct an equilateral triangle having a vertical height of $2\frac{1}{2}$ inches. 5 marks.

3. Find a fourth proportional to three lines of $1\frac{1}{4}$, $1\frac{1}{2}$, and 2.2 inches respectively ; the required line to be greater than any of the given lines. 5 marks.

4. Describe a circle of $1\frac{1}{2}$ inch radius and find its centre. 3 marks.

5. Draw a straight line $2\frac{1}{2}$ inches long, and from a point 1 inch distant draw a line, making with the former line an angle of 45° . 3 marks.

6. Make an angle of 75° by lines $2\frac{1}{2}$ and $2\frac{1}{2}$ inches long, and bisect that angle by a line 2 inches long. 3 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this subject.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

SILENT, oh Moyle, be the roar of thy water,
Break not, ye breezes, your chain of repose,
While murmuring mournfully, Lir's lonely daughter
Tells to the night-star her tale of woes.
When shall the swan, her death-note singing,
Sleep, with wings in darkness furled ?
When will heaven, its sweet bell ringing,
Call my spirit from this stormy world ?

THE finest and most comprehensive view of Dublin is obtained from the eminence near the Magazine in the Phoenix Park. From this point the spectator sees before him the entire extent of the city, its splendid bridges, and the domes and spires of its public buildings and churches. The Park is a royal demesne, containing the summer residence of the Viceroy, and is a favourite place of resort for the recreation of the citizens. Here also are situated the Zoological Gardens, on a plot of ground sloping to the margin of a small lake.

Appendix N

Examination Questions.

Monitors.

D Papers.

IV.—MONITRESSES.

Monitresses

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. MOLLOY, Head Inspector.

Mr. SHANNON, District Inspector.

1. Write out questions on the subject matter of the lesson on "The Flood" in the Second Book. 18 marks.
2. In what subject is guessing most frequent? How would you propose to remedy the habit? 14 marks.
3. State how you would conduct a reading lesson from the second or higher lesson books. 14 marks.
4. During a copying exercise by the junior division, what should the monitress in charge direct her special attention to? 14 marks.
5. What faults are most frequently met with in the pupils' manner of answering questions? How are they to be guarded against? 8 marks.
6. State briefly how you would conduct a lesson for first class in phrase spelling. 8 marks.
7. In order that the children may be benefited by committing to memory and repeating poetry, what general instructions should be given them? 8 marks.
8. How would you commence to teach "Reduction of Money"? 6 marks.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four of these questions, of which the parsing exercise must be one, are to attempted.

Mr. SEYMOUR, Head Inspector.

Mr. STRONGE, District Inspector.

1. True philosophy, considering what an infinite number of vicissitudes and accidents the life of man is liable to, does not allow us to glory in any prosperity we enjoy ourselves, nor to admire happiness in others which, perhaps, may prove only transient and superficial.

Parse the words in italics.

20 marks.

2. Write in columns, the past tense, and past participles of the following verbs:—run, set, work, go, sing, take.

12 marks.

- Appendix N
Examination Questions.
Moutvresses
D Papers.
3. In the following sentences distinguish those which are correct from those which are not, giving the reason in each case:—
- (a.) The fleet were dispersed by a storm. 14 marks.
 - (b.) The book you speak of is mine. 14 marks.
 - (c.) A census is made every ten years. 6 marks.
 - (d.) We will treat each subject in their order. 6 marks.
4. Give the roots and prefixes of the following words, stating the language from which each is derived:—*apology, forsooth, contrast, unscathed.* 14 marks.
5. What are the impersonal verbs, and why so called? 6 marks.
6. Distinguish between "proper" and "common" nouns. In what two ways may proper nouns be used as common? 6 marks.
7. The present participle is sometimes called the imperfect participle. Why? 6 marks.
8. Write out the four principal Concorde. 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

1. Draw an outline map of Ireland and mark, with names, three leading seaports in each province. 16 marks.
2. What counties are traversed or touched by the following rivers:—Liffey, Boyne, Suir, Slaney, Lagan, Munster Blackwater? 16 marks.
3. Name the six southern counties of Wales—giving the chief towns of each. 12 marks.
4. Name the chief towns of Jersey, Malta, Man, Cyprus, Orkney and Shetland, Isle of Lewis, Isle of Wight, Tasmania. 16 marks.
5. Give definitions of:—Latitude, meridian, rational horizon, estuary, promontory, sound. 6 marks.
6. Name the highest mountain, the largest county, and the longest river in England, Scotland, and Ireland, respectively.
7. Name the chief towns of each of the counties of Munster, and the water on which each is situated. 6 marks.
8. Where and what are:—Port Mahon, Punjab, Manitoba, Aden, Balkans, Wener? 6 marks.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. M'CALLUM, Head Inspector.

Mr. DEWAR, District Inspector.

1. (a) The rule for finding the interest on any principal for a year is "multiply the principal by the rate per cent., and divide the product by 100." Explain the reason of this process.
- (b) Explain clearly what is meant by each quotient in the following cases:—
 $40s. \div 8s.$ and $40s. \div 8.$ 30 marks.

- | | | |
|---|-----------|-------------------|
| 2. The gold from which British coins are made is worth £3 17s. 10½d. an ounce; find the weight of a sovereign. | 24 marks. | Appendix N |
| 3. Divide the product of '0012 and 242·6 by 4·852. | 23 marks. | Exami- |
| 4. On what day will the simple interest on £80 16s. 8d., lent on 1st April, amount to £1 2s. at 7½ per cent.? | 23 marks. | nation Questions. |
| 5. A bankrupt pays 6s. 10½d. in the £; how much per cent. will his creditors lose? | 15 marks. | Monitresses |
| 6. Find by two methods in the rule of Practice the rent of 20 acres, 2 roods, 10 perches, at 18s. 6d. an acre. | 14 marks. | D Papers. |
| 7. If 18 men dig a trench 400 yards long in 18 days of 12 hours each; in how many days of 10 hours each would 20 men dig 560 yards? | 12 marks. | |
| 8. Find by any rule the cost of 18·21 tons of coal at 17s. 9d. a ton. | 12 marks. | |

SPELLING BOOK, &c.—50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

Only three questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. CONNELLAN, District Inspector.

N.B.—The *Dictation Exercise* is to be taken from the Fifth Book, p. 264, from "Nature seems to have taken" to the end of the paragraph.

1. Classify the following words as examples of, or as exceptions to rules for spelling, giving the reason for your classification in each case :—*Patrick, woollen, admirable, fully, labelled.* 10 marks.
2. To the following words, add affixes to illustrate rules or exceptions :—*Pocket, gloom, remit, gossip, sleep.* 10 marks.
3. The chief difficulties in orthography arise from two causes, which are specified in the Spelling Book Superseded. What are those causes? 10 marks.
4. Write the word with which each of the following five words is liable to be confounded :—*Chance, gamble, ingenious, intense, exercise,* and give the meanings of all the words. 5 marks.
5. Of what classes of words do the second and fourth classes of verbal distinctions consist? Give examples. 5 marks.
6. Give the different meanings of each of the following words :—*Mould, light, hind, palm, scale.* 5 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. MOLLOY, Head Inspector.

Mr. BOLE, District Inspector.

1. Complete the couplets, that commence thus :—

- | | |
|---|-----------|
| (a) A wit's a feather | |
| (b) One self-approving hour whole | |
| (c) To me more dear, congenial to | |
| (d) A man he was to all the country | |
| (e) Alike the busy and the gay | 14 marks. |

- Appendix N
Examination Questions.
Monitresses.
D Papers.
2. Give the interesting anecdote told of Alfred the Great's first acquaintance with books. 12 marks.
3. "Stuck o'er with titles, and hung round with strings,
"That thou may'st be by emperors or kings,
"Boast the pure blood of an illustrious race,
"In quiet flow from Lucrece to Lucrece;
"But by your fathers' worth if yours you rate,
"Count me those only who were good and great."

Write out the substance of this passage in prose, so as to clearly show that you understand the purport of it. 12 marks.

4. Explain the following words:—*Childe*; *sonnet*; *contumacy*; *palanquin*. 12 marks.

5. On what occasion did Edmund Burke first see Marie Antoinette? 6 marks.

6. Who were the great orators that spoke against Hastings at his trial? 6 marks.

7. Write out neatly, at least ten lines of the poem "My Birth Day," commencing:—

"All this it tells, and, could I trace." 6 marks.

8. "As the squadron advanced, various indications of land animated and supported the courage of the crew."

What are the indications referred to, and explain them as you would to a class? 6 marks.

MUSIC.—50 Marks.

An hour and a half allowed for this paper.

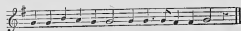
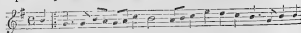
Not more than four questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. ALLMAN, District Inspector.

1. Given the last sharp in the signature of a scale, how may the tonic be found? Give the reason for your answer. 14 marks.

2. In the following piece the first bar only is inserted; you are required to put the others in their proper places:—



12 marks.

3. Write the preceding piece, raising every note a fourth. 12 marks.

4. What do the following words denote respectively:—*Pianissimo*, *Forte*, *Crescendo*, *Mezzo forte*, *Allegro*? 12 marks.

5. A sound between Sol and La sometimes takes the name of the sound above it and sometimes of the sound below it. What is such sound called in the former case, and what in the latter? 7 marks.

6. Give the names and shapes of the four Rests. 6 marks.

7. What is a Clef? 6 marks.

8. How many Crotchets could we sing in the same time as one dotted Semibreve? 6 marks.

DRAWING.—50 Marks.

Three hours allowed for this subject.

N.B.—*The name of the Monitress and of her School to be written on each paper.*

Mr. NEWELL, Head Inspector.

Mr. LOUGHNAN, District Inspector.

Appendix N

Examination
Questions.

Monitress

D Papers.

The examination consists of three parts:—

1. Freehand Drawing from the Flat.
2. Object Drawing in Outline.
3. Practical Geometry.

I.—FREEHAND DRAWING.—20 Marks.

A drawing of the example supplied is to be made on an enlarged scale; the height to be increased about one inch, and the breadth in proportion.

II.—OBJECT DRAWING.—12 Marks.

The examiner will place a large jug on a support about 2 feet 6 inches from the floor, with a tablespoon leaning against the jug—both jug and spoon are to be drawn.

III.—PRACTICAL GEOMETRY.—18 Marks.

NOTE.—*Any three of the following questions may be attempted. Answers should be written on one side of paper only, and where a construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question, unless the construction is neatly drawn, and all lines shown.

1. About a circle of $2\frac{1}{2}$ inches diameter, construct a regular heptagon. 8 marks.
2. Divide a straight line $3\frac{1}{2}$ inches in length into five equal parts. 5 marks.
3. Bisect a horizontal straight line, and from the point of bisection draw a line of the same length at an angle of 60° . 5 marks.
4. On a line of 3 inches construct a right-angled isosceles triangle. 4 marks.
5. Inscribe a regular hexagon in a circle, diameter 4 inches. 4 marks.
6. Construct a triangle, with a hypotenuse of $2\frac{1}{2}$ inches, perpendicular $1\frac{1}{2}$, and base of 2 inches. 4 marks.

PENMANSHIP.

Half an hour allowed.

N.B.—*Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—*

A cloud lay cradled near the setting sun,
A gleam of crimson tinged its braided snow;
Long had I watched the glory moving on
O'er the still radiance of the lake below.
Tranquil its spirit seemed, and floated slow;
Even in its very motion there was rest;
While every breath of eve that chanced to blow
Wafted the traveller to the beauteous west.

Appendix N The animal that produces pearls in the greatest abundance, of the purest nature, and of the highest value, was classed by Linnæus with the mussels; but some other naturalists have formed it into a distinct genus. In this country it is usually called the pearl oyster. It inhabits the Persian Gulf, the coasts of Ceylon, the sea of New Holland, the Gulf of Mexico, and the coasts of Japan. It attains perfection nowhere but in the equatorial seas; but the pearl fishery in the island of Ceylon is the most celebrated and productive.

Male Teachers.

A, B, or C Papers.

EXTRA SUBJECTS—MALES.

LATIN.—50 marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted—to include at least one from each group A, B, C.

Dr. MACSHEEHY, Head Inspector.

Mr. HYNES, District Inspector.

A.

1. Translate into English :—

Cum ex dediticiis Belgis reliquisque Gallis complures Cæsarem secuti una iter facerent, quidam ex his, ut postea ex captivis cognitum est, eorum dierum consuetudine itineris nostri exercitus perspecta, nocte ad Nervios pervenerunt atque his demonstrarunt inter singulas legiones impedimentorum magnum numerum intercedere, neque esse quicquam negotii, cum prima legio in castra venisset, reliquæque legiones magnum spatium abessent, hanc sub sarcinis adoriri; qua pulsa impedimentisque directis futurum ut reliquæ contra consistere non auderent.

CÆSAR ii. 17.

10 marks.

2. Translate into English :—

Ut re ita gesta ad utrumque ducem sui redierunt, nec Scipioni stare sententia poterat, nisi ut ex consillis ceptisque hostis et ipse conatus caperet, et Hannibalem incertum, utrum ceptum in Italiam intenderet iter, an cum eo, qui primus se obtulisset Romanus exercitus, manus consereret, avertit a præsentî certamine Boiorum legatorum regulique Magali adventus, qui se duces itinerum, socios periculi fore affirmantes integro bello nusquam ante libatis viribus Italiam aggrediendam censent.—Livy xxi. 29.

10 marks.

3. Translate into English :—

Cui Pyrrhus : Referes ergo hæc et nuntius ibis
Pelidæ genitori. Illi mea tristia facta,
Degeneremque Neoptolemum uarrare memento.
Nunc morere. Hoc dicens, altaria ad ipsa trementem
Traxit et in multo lapsantem sanguine nati,
Implicuitque comam læva; dextraque coruscum
Extulit ac lateri capulo tenus abdixit ensen.
Hæc finis Priami fatorum : hic exitus illum
Sorte tulit Trojam incensam et prolapso videntem
Pergamæ; tot quondam populis terrisque superbum
Regnatorem Asia. Jacet ingens litore truncus,
Avulsunque humeris caput, et sine nomine corpus.

VIRGIL, ÆNEID ii. 547-558.

10 marks.

B.

4. Translate into Latin :—

The Helvetii, thinking that the Romans, because they had on the previous day kept to the high grounds and avoided an engagement, were stricken with terror and were fleeing from them, or hoping to be able to cut them off from their supplies, altered their plan, changed their course, and began to attack and harass our troops on the rear.

10 marks.

5. Express in Latin :—

- (a.) No philosopher would say so.
 (b.) The best things are always the rarest.
 (c.) At the suggestion of Titus, Sempronius pretended to be mad.
 (d.) I don't care a straw for you.
 (e.) He is not so simple as to believe this.

5 marks.

C.

6. (1) State the two leading or primary significations denoted by the ablative case, and (2) furnish examples (giving verb and noun in each case) of the ablatives of (a) Instrument; (b) Price; (c) Measure; (d) Time; (e) Place.

10 marks.

7. Write out the principal parts of the verbs: *adolesco, lavo, lino, pario, vello*.

5 marks.

8. Specify the meanings of the following words in the singular and in the plural: *carcer, copia, litera, ludus, opera*.

5 marks.

9. State precisely the meanings of the following expressions :—

- Gratias habere.
 Gratias agere.
 Gratiam referre.
 Paucis his diebus.
 Paucis ante diebus.

5 marks.

10. Give a brief account of the struggle of the Gracchi, and state the purport of the principal laws introduced by Caius Gracchus.

5 marks.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted—one at least from each group A, B, C.

Mr. NEWELL, Head Inspector.

Mr. HYNES, District Inspector.

A.

1. Translate :—

Les bons rameurs mêmes ont des récompenses sûres et proportionnées à leurs services; on les nourrit bien; on a soin d'eux quand ils sont malades; en leur absence on a soin de leurs femmes et de leurs enfants; s'ils périssent dans un naufrage, on dédommage leurs familles: on renvoie chez eux ceux qui ont servi un certain temps. Ainsi on en a autant qu'on en veut; le père est ravi d'élever son fils dans un si bon métier; et, dès sa plus tendre jeunesse, il se hâte de lui enseigner à manier la rame, à tendre les cordages, et à mépriser les tempêtes. C'est ainsi qu'on mène les hommes, sans contrainte, par la récompense et par le bon ordre.—*Télémaque*, Liv. III.

10 marks.

Appendix N

Examination Questions.

Male Teachers.

A, B, or C Papers.

Appendix N

Exami-
nation
Questions.Mole
Teachers.A, B, or C
Papers.

2. Translate :—

Tous trois burent d'autant ; l'ânier et le grison
 firent, à l'éponge raison.
 Celle-ci devint si pesante
 Et de tant d'eau s'emplit d'abord,
 Que l'âne succombant ne put gagner le bord.
 L'ânier l'embrassait, dans l'attente
 D'une prompte et certaine mort.
 Quelqu'un vint au secours ; qui ce fut, il n'importe ;
 C'est-assez qu'on ait vu par-là qu'il ne faut point
 Agir chacun de même sorte :
 J'en voulais venir à ce point—LA FONTAINE.

10 marks.

3. Translate :—

Oui, seigneur, elle a craint mon zèle et mon courage ;
 Mais ce'st le moindre prix que me gardait sa rage.
 Dans l'horreur d'un cachot, par son ordre enfermé,
 J'attendais que, le temple en cendre consumé,
 De tant de flots de sang non encore assouvi,
 Elle vint m'affranchir d'une importune vie,
 Et retrancher des jours qu'aurait dû mille fois
 Terminer la douleur de survivre à mes rois.—*Athalie*, V., II.

10 marks.

B.

4. Translate into French :—

An old man having cut some wood, and having loaded it on his back, was about to carry it home ; but finding the burden too heavy, he threw it down, and called for Death. The latter having hastened near, and having asked the old man why he called him, "To help me to reload this burden," replied the unfortunate man, quite frightened.

10 marks.

5. Translate into French :—

- (a.) *What trees grow here ?*
- (b.) *I am going there.*
- (c.) *I doubt if anybody knows it.*
- (d.) *Has he already arrived ?*
- (e.) *He ought to have come sooner.*

5 marks.

6. Distinguish between the different significations which the same word bears in the following phrases :—

- (a.) *Morte eau*—*Eau morte*.
- (b.) *Un bon homme*—*Un homme bon*.
- (c.) *Mon propre frère*—*De mains propres*.
- (d.) *De nouveaux livres*—*De livres nouveaux*.
- (e.) *Un pauvre auteur*—*Un auteur pauvre*.

5 marks.

C.

7. Give the imperfect subjunctive 1st sing. of *punir*, *recevoir*, *s'en aller*, *venir*, *savoir*, *ceindre*, *joindre*, *faire*, *battre*, *taire*.

10 marks.

8. Give the adverbs which are formed from the adjectives, *gentil*, *bref*, *instant*, *énorme*, *gai*.

5 marks.

9. When does the past participle of a transitive verb conjugated with *avoir* agree with its object ?

5 marks.

10. Mention three nouns ending in *ou* that form the plural by the addition of *s*, and two that form it by adding *x*.

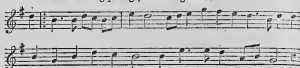
5 marks.

Appendix N 10. Bar the following passage, indicating time :—

Exami-
nation
Questions.

Male
Teachers.

A, B, or C
Papers.



5 marks.

DRAWING.

Three hours allowed for this subject.

N.B.—*The name of the Teacher and his School to be written on each paper.*

Mr. NEWELL, Head Inspector.

Mr. LOUGHNAN, District Inspector.

The examination consists of three parts :—

1. Freehand Drawing from the Flat.
2. Practical Geometry and Perspective.
3. Object Drawing and Shading.

I.—FREEHAND DRAWING.—50 Marks.

A drawing of the example supplied is to be made on an enlarged scale; the height to be increased about two inches, width and other dimensions in proportion.

II.—PRACTICAL GEOMETRY AND PERSPECTIVE.

50 Marks.

NOTE. — *Any five of the following questions may be attempted. Answers should be written on one side of the paper only, and where a construction is not obvious an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question unless the construction is neatly drawn and all lines shown.

1. The side of the base of a hexagonal pyramid is 1 inch, the axis or vertical height is 2 inches; draw its plan and elevation in the following position, viz. :—when resting on one edge of the base, so that the axis is inclined to the horizontal plane at an angle of 45° , and parallel to the vertical plane. 14 marks.

2. Describe a quadrant of a circle with 2 inches radius, and in it inscribe a circle. 8 marks.

3. A B C is a triangle with sides $1\frac{1}{2}$, 2, and $2\frac{1}{2}$ inches, respectively. D E F is a triangle with sides $2\frac{1}{2}$, $2\frac{1}{2}$, and 3 inches, respectively: construct a third triangle similar to A B C, and equal in area to D E F. 8 marks.

4. Make an irregular pentagon A B C D E. Construct a triangle equal in area to this pentagon, having as one of its sides and one of its angles, a side and an angle of the pentagon. 8 marks.

5. Draw in perspective an equilateral triangular right prism of 5 feet base and 9 feet axis, lying upon the Ground Plane on one of its oblong faces. One long edge is inclined at an angle of 45° with the Picture Plane to the right. The nearest solid angle upon the Ground Plane is

3 feet to the left and 4 feet within the picture. Height of the eye 5 feet: distance 10 feet. Scale $\frac{1}{2}$ inches to the foot. 12 marks. *Appendix N*

6. Divide a circle $2\frac{1}{2}$ inches diameter into three concentric parts, having to one another the ratio of 1, 3, 5 from the centre. 5 marks. *Examination Questions.*

7. The sides of a triangle are $1\frac{1}{2}$, 2, and 2.3 inches, respectively. Divide it into two equal parts by a line parallel to the shortest side. 5 marks. *Male Teachers.*

8. From a point $1\frac{1}{2}$ inches from the centre of a circle of 1 inch radius, draw a straight line which shall be cut in extreme and mean ratio by the circumference of the circle. 5 marks. *A, B, or C Papers.*

9. A B C D is a parallelogram with adjacent sides 2 inches and 3 inches, respectively, and forming with each other an angle of 45° ; E is a point in D C one half inch from D. Divide the parallelogram in the ratio of 2 to 1 by a line drawn from E. 5 marks.

10. Draw in perspective an equilateral triangle of 7 feet side resting on the Ground Plane, its nearest angle being 1 foot to the left of the spectator and 4 feet within the picture. One side vanishes to the left at an angle of 45° with the Picture Plane. Height of the eye 5 feet: distance 10 feet. Scale $\frac{1}{2}$ inches to the foot. 5 marks.

N.B.—In addition to an ordinary box of instruments candidates may use set squares and 12-inch rules.

III.—OBJECT DRAWING.

50 Marks.

1. The Examiner will place in front of the class a folding easel with a blackboard on it; both easel and blackboard are to be drawn.

N.B.—The objects should not face the candidates directly.

HYGIENE.—50 Marks.

Extra.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Give the composition of ordinary atmospheric air, and state what changes are produced in it, (1) by the burning of a candle, (2) by the breathing of an animal. 10 marks.

2. Give a dietary suitable to a person who makes much bodily or mental exertion during the day, stating the quantity of each food. 10 marks.

3. State some reasons why mountain air is healthful. 10 marks.

4. What objections are there to the storage of water in house cisterns? 10 marks.

5. What are the products of the combustion of gas and other illuminants, and how are these impurities most easily expelled from a room? 10 marks.

6. Mention the chief precautions that should be taken to prevent the spread of an infectious disease which has shown itself in a patient. 5 marks.

7. What are the most dangerous impurities of water, and how may each be detected? 5 marks.

8. Describe briefly the principal non-nitrogenous foods. 5 marks.

9. Give some short rules for the treatment of children who have eaten noxious plants. 5 marks.

10. Describe the mechanism engaged in the expulsion of air from the lungs. 5 marks.

2 G 2

Appendix N

Exami-
nation
Questions.Male
Teachers.

Extra.

REASONING.—50 Marks.

(A. Paper.)

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. Prove that the number of particular terms in the premises of a valid syllogism cannot exceed the number of particular terms in the conclusion by more than one. 10 marks.

2. State in logical form the following proposition :—

“How happy he who crowns, in shades like these,
A youth of labour with an age of ease.”

From this proposition draw, without the use of syllogism, two inferences. 10 marks

3. What are the two kinds of fallacy in matter, and how are they “combined”? 10 marks.

4. What constitutes a “division of arguments as such”? 10 marks.

5. Draw out a syllogism in the second figure whose conclusion shall be—“some punishments are not merely vindictive.” 10 marks.

6. What is the reverse process to generalization? Show clearly the contrast between the two processes. 5 marks.

7. Prove by an example that in a sorites there can be but one negative premise. 5 marks.

8. What is a hypothetical proposition, and what is the assertion in such a proposition? 5 marks.

9. What is reduction? Why is it necessary; and what processes are used in it? 5 marks.

10. Define the terms, species, difference, property. Why are these terms called predicables? 5 marks.

REASONING.—50 Marks.

(B Paper.)

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. Show the importance of “habits of abstraction” by an analysis of the Reasoning Process. 10 marks.

2. Give examples of propositions the matter of which shall be (a) necessary, (b) contingent, (c) impossible. 10 marks.

3. Prove that in a valid syllogism at least one premise must be a universal proposition. 10 marks.

4. In what way does the quality of the minor premise affect the conclusion of a syllogism in the Fourth Figure? 10 marks.

5. Name the three kinds of conversion, and state all the ways in which each of the four classes of propositions, A, E, I, O, can be converted. 10 marks.

6. What relation is there between the members of the following compound proposition :—“Some of his hearers believed him, while others did not”? 5 marks.

- | | | |
|--|----------|------------------------|
| 7. State in logical form and convert the proposition ;—" Whence all but he had fled." | 5 marks. | Appendix N |
| 8. Write out the six rules to which all valid syllogisms must conform. | 5 marks. | Examination Questions. |
| 9. Show by examples that although the major premise is properly, and usually, placed first, this order is not essential. | 5 marks. | Model Teachers. |
| 10. "This agreement (of two terms) does not mean coincidence." What does it mean then? | 5 marks. | Extra. |

COMPOSITION.—50 Marks.

One hour and a half allowed for this subject.

N.B.—Only one subject to be selected.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. Colonization.
2. The uses of Biography.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Dr. MACSHEEHY, Head Inspector.

Dr. MORAN, District Inspector.

1. State all you know of the division of the Roman Empire into the Eastern and the Western. In what year, and under what circumstances did each Empire cease to exist? 8 marks.
2. Give some account of the greatness of ancient Babylon—of its defences—and of the siege of the city by Cyrus the Great. 8 marks.
3. At what time, and under what circumstances, did Judæa become a Roman province? 8 marks.
4. Assign dates to the following battles, respectively, and give a brief account of any one of them:—Marathon, Crecy, Calloden, Pultowa. 8 marks.
5. Give the dates of accession of the following kings, and note the dynasty or house to which each belonged:—Henry II., Henry VII., James I., George III. 8 marks.
6. State any circumstance you know in connexion with the history of the city of Delhi. 4 marks.
7. Assign events in Grecian or Roman history to the dates 1184 B.C., 753 B.C., 146 B.C., and 476 A.D. 4 marks.
8. In what year and at what expense was negro slavery abolished in the British Colonies? 4 marks.
9. Name, in order of time, the sovereigns of England from the death of Richard II. to the accession of Henry VII. 4 marks.
10. When and by whom was the Alexandrian Library destroyed? 4 marks.

Appendix N

TONIC SOL-FA.

Examination
Questions.

Dr. STEEDE, District Inspector.

Male
Teachers.
Extra.

1. What is a key?
2. The common scale can be divided into two portions called tetrachords. Name the tones of each tetrachord, and show that they are not exactly the same, although similar.
3. Name the different kinds of measures commonly used. Give an example of each kind.
4. What are the exact positions of Do and Ra? By what interval are these tones separated from each other?
5. Name the different consonant intervals (besides the octave) of the common scale.
6. What is a pulse?
7. Name the leaning tones of the scale. What does each lean on respectively?
8. What are the corresponding time names for the following rhythm?

$$\left\{ \begin{array}{l} | \quad 1 \quad : \quad .1 \quad | \quad 1 \quad : - \quad . \quad | \quad 1,1,1,1 : 1 \quad .1 \quad | \quad 1 \quad : - \quad \end{array} \right\}$$
9. What is the interval between Doh and Lah? What does this interval become when inverted?
10. How many vibrations of a tuning fork will produce the middle C?

HANDICRAFT.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. ROBINSON, Assistant Surveyor, Board of Public Works.

1. Given a circular piece of wood four feet diameter, which is to form a table top; three legs spaced equal distances apart, and set six inches from edge of table are to be attached. Show by geometry how you would ascertain exact positions of legs. 12 marks.
2. Draw to a scale of one inch to a foot a black-board 4' 6" long and 3' 6" high, having a frame four inches broad. State how it is constructed, why certain materials are generally used, and why it is framed. 10 marks.
3. Describe fully and give sketches of the following joints in woodwork, and state for what purposes the various kinds are generally used—*Rebated and beaded, tongued and grooved, mitre and clamp, mortise and tenon, dovetail.* 8 marks.
4. (a) Give a sketch to scale of a wall-bracket to support a shelf 15 inches wide; (b) what kind of timber is generally used, and how is the bracket secured to the wall; (c) state how a clothes rack is attached to a wall, and mention the various kinds of clothes hooks used. 12 marks.
5. Describe briefly (a) the various tools used in making the articles named in questions 2, 3, 4; (b) also state whether glue, wedges, dowels, or nails are required, and if so give particulars of use. 10 marks.
6. Describe briefly (a) the various operations necessary in preparing and painting woodwork; (b) how the paint is prepared; (c) what varnish is used for on woodwork, and state preparations necessary before varnishing. 8 marks.

7. (a) How many superficial feet of boards are required to make a box 3'0" long, 2'0" wide, and 1'6" deep; (b) state probable cost of timber, nails, pair of hinges, and common 3-inch box lock. 12 marks. Appendix N
Examination
Questions.
8. Describe fully the tools and materials required in cutting out and soldering tin and lead; also state how you would proceed with the work. 8 marks. Male
Teachers.
9. Describe by sketch, (a) hand saw; (b) tenon saw; (c) easel for blackboard; (d) teacher's desk. 10 marks. Extra.
10. The floor of a bay window, which in form is a half octagon of 3 feet sides, requires covering with oil-cloth. State quantity required, and show by geometry how you would mark it for cutting out. 10 marks.

EXTRA SUBJECTS—FEMALES.

FRENCH—50 Marks.

Two hours allowed for this paper.

Only five questions to be attempted—one at least from each group, A, B, C.

Mr. NEWELL, Head Inspector.

Mr. HYNES, District Inspector.

A.

1. Translate :—

Voilà un homme qui n'a cherché qu'à se rendre heureux : il a cru y parvenir par les richesses et par une autorité absolue : il possède tout ce qu'il peut désirer ; et cependant il est misérable par ses richesses et par son autorité même. S'il était berger, comme je l'étais naguère, il serait aussi heureux que je l'ai été ; il jouirait des plaisirs innocents de la campagne, et en jouirait sans remords ; il ne craindrait ni le fer ni le poison ; il aimerait les hommes, il en serait aimé ; il n'aurait point ces grandes richesses, qui lui sont aussi inutiles que du sable, puisqu'il n'ose y toucher ; mais il jouirait librement des fruits de la terre, et ne souffrirait aucun véritable besoin.

TÉLÉMAQUE. Liv. III.

10 marks.

2.

Un fanfaron, amateur de la chasse,
Venant de perdre un chien de bonne race,
Qu'il soupçonnait dans le corps d'un lion,
Vit un berger : Enseigne-moi de grâce,
De mon voleur, lui dit-il, la maison,
Que de ce pas je me fasse raison,
Le berger dit : C'est vers cette montagne.
En lui payant de tribut un mouton
Par chaque mois, j'erre dans la campagne
Comme il me plaît, et je suis en repos.

LA FONTAINE.

10 marks.

3. Translate :—

Où, nous jurons ici pour nous, pour tous nos frères,
De rétablir Joss au trône de ses pères,
De ne poser le fer entre nos mains remis,
Qu'après l'avoir vengé de tous ses ennemis.
Si quelque transgresseur enfreint cette promesse,
Qu'il éprouve, grand Dieu, ta fureur vengeresse ;

ATHALIE.—IV., iii.

10 marks.

Appendix

Examination Questions.

Female Teachers.

A, B, or C Papers.

B.

4. Translate into French :—

In Sparta they accustomed the children very early to remain alone, to walk in the dark, in order that they should contract the habit of fearing nothing. They accustomed them also not to be particular or dainty about their food; nor to give way to bad temper. 10 marks.

5. Translate into French :—

- (a.) *What riches I have!*
 (b.) *I cannot do without it.*
 (c.) *What has become of her?*
 (d.) *I think it right to tell you that.*
 (e.) *It is well worth considering.* 5 marks.

6. Explain the following idiomatic expressions :—

- (a.) *Il y a de la vie.*
 (b.) *Vous avez beau faire.*
 (c.) *Je viens de l'entendre.*
 (d.) *Elle fait l'empressée.*
 (e.) *Voulant en faire à sa tête.* 5 marks.

C.

7. Give the past participle of *coudre, clore, vivre, croître, plaire, mettre, battre, écrire, joindre, suivre.* 10 marks.

8. Write out the present indicative of *acquérir* through the persons. 5 marks.

9. Complete through the persons the interrogative form—"*m'en suis-je allé*"? 5 marks.

10. What is the feminine singular of *lequel, celui qui, le tien, le nôtre, le leur*? 5 marks.

BOTANY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. Refer the following plants to their natural order :—*Potato, lettuce, burdock, comfrey, hop.* 10 marks.

2. Describe a *stamen* of typical form, and then point out some of the more important modifications to which it is subject. 10 marks.

3. Explain the meanings of the following terms used in the description of leaves and their arrangement :—*Compound, bipinnate, stipulate, perfoliate, connate.* 10 marks.

4. What are *quinine, jute, opium, cotton, tobacco*? 10 marks.

5. Explain as to a class what is seen when a section of the stem of an *exogenous* tree is made. 10 marks.

6. Describe the development of young ferns from their spores. 5 marks.

7. Write a note on *stomata*, describing their structure, position and function. 5 marks.

8. What is meant by *adhesion* in the parts of a flower. 5 marks.

9. Give a botanical description of the *turnip*. 5 marks.

10. Mention five wild flowers which might be gathered on a wayside ditch about June, giving the botanical name of each. 5 marks.

MUSIC.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. PATTERSON, Head Inspector.

Mr. ALLMAN, District Inspector.

Appendix N

Examination Questions.

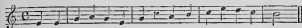
Female Teachers.

A, B, or C Papers.

1. Give the methods of determining whether a piece of music is in the major scale indicated by the signature, or in that of its relative minor. 10 marks.

2. Write in full the scale of La minor. 10 marks.

3. Write the following piece an octave lower and in the Bass stave :—



10 marks.

4. Transpose the preceding piece into the scale of Mi. 10 marks.

5. Write examples in the scale of Re, (a) of a Major Third, (b) a Minor Second, (c) a Pluperfect Fourth. 10 marks.

6. In Triple Time where does the accent fall ; and where in Common Time ? 5 marks.

7. What does a unison become on inversion ? Give examples. 5 marks.

8. Give the principal words used to denote the pace at which a piece of music is to be performed. 5 marks.

9. The following passage contains a number of complete measures in $\frac{3}{4}$ time ; insert the bars and signature :—



5 marks.

10. How can we produce harmony with the sounds—Do, Mi, and Sol ? How should we use them so as to produce melody ? 5 marks

DRAWING.

Three hours allowed for this subject.

N.B.—The name of the Teacher and of her School to be written on each paper.

Mr. NEWELL, Head Inspector.

Mr. LOUGHNAN, District Inspector.

The examination consists of three parts :—

1. Freehand Drawing from the Flat.
2. Practical Geometry and Perspective
3. Object Drawing and Shading.

I.—FREEHAND DRAWING.—50 Marks.

A drawing of the example supplied is to be made on an enlarged scale ; the height to be increased about one inch, width and other dimensions in proportion.

II.—OBJECT DRAWING.—50 Marks.

The examiner will place on a table, about 2 feet 6 inches in height, a plainly-made lamp ; the lamp and the table are to be drawn.

Appendix N **III.—PRACTICAL GEOMETRY AND PERSPECTIVE.**
50 Marks.

Exami-
nation
Questions.

Female
Teachers.

A, B, or C
Papers.

NOTE.—Any five of the following questions may be attempted. Answers should be written on one side of the paper only, and where a construction is not obvious, an explanation should be given, the points being marked with letters.

Full credit will not be allowed for a question unless the construction is neatly drawn and all lines shown.

1. Draw the plan and elevation of a right cone, whose axis is parallel to the vertical plane and inclined to the horizontal plane at an angle of 30° ; axis $2\frac{1}{2}$ inches, diameter of base 2 inches. 14 marks.

2. On a line $1\frac{1}{2}$ inches long, construct an equilateral triangle, and on the same line construct a scalene triangle of double the area of the equilateral triangle, having one of its angles 45° . 8 marks.

3. Within a trapezium having one pair of sides 3 inches each, and the other pair of sides $2\frac{1}{2}$ inches, inscribe a square. 8 marks.

4. A trapezium has two adjacent sides, each 2 inches long and inclined at an angle of 60° , and the other two sides $1\frac{1}{2}$ inches each. Inscribe in it a square. 8 marks.

5. Draw in perspective a right pyramid, the base of which resting on the ground plane is an equilateral triangle of $7\frac{1}{2}$ feet side, the axis or height being 7 feet. Its nearest solid angle is 5 feet to the left of the spectator, touching the picture, and one side of the base vanishing to the right at an angle of 75° to the picture plane.

Scale $\frac{1}{2}$ in. to the foot; height of the eye 5 feet; distance 12 feet. 12 marks.

6. Describe a circle of 3 inches diameter. In this circle inscribe a polygon, having angles at the centre of 45° , 60° , 120° , 80° and 105° , respectively. 5 marks.

7. The diagonal of a rectangular drawing board is $2\frac{1}{2}$ feet, one of the sides makes an angle of 30° with one end of the diagonal. Draw the plan of the board. Scale 1 inch to the foot. 5 marks.

8. Draw a circle of 2 inches diameter, and from a point half an inch outside its circumference, draw a tangent to the circle. 5 marks.

9. Construct a square of 2-inch side, and in it inscribe a regular octagon. 5 marks.

10. Find in perspective a point 8 feet above the ground plane, 1 foot to the left of the spectator, and 9 feet within the picture. Height of the eye 5 feet; distance 12 feet. Scale $\frac{1}{2}$ inches to the foot. 5 marks.

N.B.—In addition to an ordinary case of instruments, set squares and a twelve-inch rule may be used.

Extra.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

Mr. NEWELL, Head Inspector

Mr. W. J. BROWNE, District Inspector.

1. Mention a rude process for distilling water for drinking purposes, when none of the usual condensing arrangements are to be had. 10 marks.

2. Why is alcohol to be avoided by young persons particularly? 10 marks.

3. What effect has cold on the involuntary muscles of the skin? 10 marks.

4. Explain clearly why ventilation is necessary in a dwelling; and describe what you consider the best method of providing for the ingress and egress of air. 10 marks.

5. What are the immediate and the final effects of exercise on the body? 10 marks. *Appendix N*
 6. Why is it desirable to inhale through the nostrils as much as possible? 5 marks. *Examination Questions.*
 7. Describe how you would prepare a linseed poultice. 5 marks. *Female Teachers.*
 8. State what you know about human teeth, dwelling on their number, time of growth, shapes, and uses. 5 marks. *Extra.*
 9. Describe some of the ways in which health is injuriously affected by fashion. 5 marks.
 10. What steps would you take in case of the following accidents:—scald, sting of wasp, opium-poisoning? 5 marks.

ELEMENTARY PHYSICS.—50 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. HEADEN, District Inspector.

1. In a circus the horses and rider always incline their bodies towards the centre of the ring in which they ride. Why is this? 10 marks.
2. If we dip a glass rod into water and then withdraw it, a drop will be found to collect at the bottom and remain suspended there. Why? 10 marks.
3. The absolute weight of a given quantity of matter is found to decrease as we approach the equator from the poles. What is the reason? 10 marks.
4. Describe how an ordinary mercurial thermometer is made and graduated. 10 marks.
5. A hoop in rolling down an inclined plane is found to increase in velocity of its own accord as it advances. Explain what this is due to. 10 marks.
6. In opening or closing a very heavy gate why do we naturally push against it towards the opening side rather than towards the hinge? 5 marks.
7. What is the reason why sap rises in living plants in opposition to the law of gravity? 5 marks.
8. Why do peaches ripen faster when grown against a wall than if grown in the open? 5 marks.
9. Why is it that an acrobat finds it easier to walk the tight rope when holding a long pole in his hands? 5 marks.
10. Account for there being moisture on the inside of walls when a thaw sets in. 5 marks.

AGRICULTURE.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. PATTERSON, Head Inspector.

Mr. CARROLL, Agricultural Superintendent.

1. What are the advantages of following a systematic course of cropping? Give an example of a five-course rotation. 10 marks.
2. Name a good mixture of artificial manures for the potato crop. 10 marks.
3. Make a sketch plan of a small garden, and show system of cropping. 10 marks.
4. Give the names of some good varieties of Raspberries, and describe system of cultivating this fruit. 10 marks.

Appendix B Examination Questions.	5. What is required in constructing a good dairy and supplying it with utensils?	10 marks.
	6. How should wooden coolers be cleaned when they are used in a dairy?	5 marks.
	7. Name the varieties of sheep now known in this country; describe one of them.	5 marks.
Female Teachers.	8. What is the best season for planting fruit trees? How should Apple trees be planted?	5 marks.
Extra.	9. Name three varieties of grasses; state soils to which each is suited.	5 marks.
	10. In what respect does skim milk differ from new milk when considered as food.	5 marks.

DOMESTIC ECONOMY.—50 Marks.

One hour allowed for this paper.

N.B.—Only five questions to be attempted.

MR. PATTERSON, Head Inspector.

MR. W. J. BROWNE, District Inspector.

1. Classify food-stuffs according to the various functions discharged by food; and state generally the proportions of each kind needed. 10 marks.
2. Describe the method to be pursued in boiling meat (a) when the liquor is required for soup; (b) when it is not required for soup. 10 marks.
3. Many circumstances render a house or dwelling unhealthy. Mention four or five. 10 marks.
4. (a) When water for domestic uses is kept in cisterns how should the cisterns be placed and treated?
(b) When it is necessary to use for culinary purposes river water of bad quality how should it be treated? 10 marks.
5. Specify the times at which herrings, mackerel, cod, and salmon are respectively in season; and say how you can know whether fish is fresh or stale. 10 marks.
6. (a) Why is it better to let the air come into a bedroom through the window than through the door? (b) Describe a good method of ventilating by the window without causing a draught. 5 marks.
7. Ordinary fire-grates are most extravagant modes of using fuel. Explain how this is, and how the grate may be rendered more economical. 5 marks.
8. (a) Why (apart from its transparency) should the oil-holder of a paraffin lamp be of glass and not of metal? (b) What precautions should be taken to prevent explosion, and to prevent disagreeable smell in preparing such a lamp for use? 5 marks.
9. How should a scullery sink be placed so as to avoid any complication of pipes, and what precautions should be taken to prevent its choking? 5 marks.
10. Why are rice and potatoes insufficient, of themselves, as food in this climate? What addition renders them sufficient, and why? 5 marks.

COMPOSITION.—50 Marks.

An hour and a half allowed.

N.B.—Only one subject to be selected.

MR. NEWELL, Head Inspector.

1. Friendship.
2. Home Influences.

HISTORY.—40 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Dr. MACSHEEHY, Head Inspector.

Dr. MORAN, District Inspector.

Appendix B

Examination
Questions.Female
Teachers.

Extra.

1. When and under what leaders did the Saxons invade Britain? What became of the Britons displaced by that invasion? 8 marks.
2. Sketch the history of Denmark so far as it is connected with the histories of England and Ireland. 8 marks.
3. Assign dates to the following battles, respectively, and give a brief account of any one of them:—Agincourt, Waterloo, Plassy, Jena. 8 marks.
4. Sketch briefly the principal events in the life of Alfred the Great. 8 marks.
5. Give the dates of accession of the following monarchs, and name the Royal House to which each of them belonged:—Edward IV., Elizabeth, William and Mary, George IV. 8 marks.
6. State all you know of the "Battle of the Baltic." 4 marks.
7. What were the two languages spoken in England before its invasion by the Anglo-Saxons? 4 marks.
8. Assign events in Irish history to the dates A.D. 1014, 1172, 1829. 4 marks.
9. Sketch briefly the career of Sesostris the Great, King of Egypt. 4 marks.
10. What arts are supposed to have been invented by the ancient Phœnicians. 4 marks.

TONIC SOL-FA.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Dr. STEEDE, District Inspector.

1. Where are the greater steps, the smaller steps, and the little steps of the scale? How many degrees in each step respectively?
2. What is the interval between Doh and Fah? What does this interval become when inverted, and when replicated?
3. What are the corresponding time names for the following rhythm—

$$\{ | 1 : : | 1 . 1 : . 1 | 1 . 1 . 1 . 1 : 1 . 1 . 1 | 1 . 1 : 1 . . 1 \}$$

$$\{ | 1 . 1 . 1 : 1 . 1 . : 1 . . 1$$

4. What is syncopation? Give an example of it.
5. How is it shown that the common scale is made up of three major chords?
6. Write the rhythm corresponding to the following time names, using / for the tones sung:—Taa Tai, Saa Tai, Taa-eh, Tafatsee.
7. What is the mental effect of Lah, when the melody in which it predominates is sung quickly?
8. What is accent? How many degrees of accent are noticeable? What is the sign or character for each, respectively?
9. What are major and minor thirds? How many of each-kind are found in the common scale?
10. What is meant by rate of movement? What is the meaning of M. 80?

Appendix N

ANALYSIS OF ANSWERING.

Analysis of
Examina-
tion.

The following is an analysis of the answering at the July Examinations of 1887:—

ORDINARY NATIONAL SCHOOLS.

		Examined.	Successful.	Percentage
A	Papers (Candidates for First Division of First Class),	136	73	53.7
A	" " Second	181	77	42.5
B	" " Second Class,	417	240	57.6
C	" " Third	410	850	80.0
C	" (Monitors of Fifth Year),	1,043	800	77.2
D	" " Third	1,298	1,108	85.6

MODEL SCHOOLS.

Teachers,	9	5	55.6
Pupil Teachers,	185	137	84.4
Monitors,	17	16	94.1

TRAINING COLLEGES.

Total (including Marlborough-street)	533	570	97.6
TOTAL,	4,284*	3,890	79.1

* In addition to this number there were 588 young persons examined for admission to the different Colleges—giving a gross total of 4,870.

EXTRA SUBJECTS.

Total Number Examined (including those Examined from the Training Colleges) for certificates of competency to teach:—

Subject.	No. Examined.			No. Passed.			Percentage.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Agriculture,	—	22	22	—	14	14	—	63.6	63.6
Botany,	—	4	4	—	2	2	—	50.0	50.0
Chemistry (Agricultural),	2	—	2	1	—	1	50.0	—	50.0
" (Inorganic),	1	—	1	—	—	—	0.0	—	0.0
Cookery,	—	104	104	—	78	78	—	94.2	94.2
Domestic Economy,	—	98	98	—	78	78	—	81.2	81.2
Drawing,	184	207	421	44	94	138	23.9	38.4	32.4
French,	48	64	107	4	23	27	8.3	35.9	25.2
Handicraft,	18	—	18	5	—	5	27.7	—	27.7
Heat and Steam Engine,	48	—	48	28	—	28	58.3	—	58.3
Hydrostatics,	17	—	17	4	—	4	23.5	—	23.5
Hygiene,	13	53	66	1	21	22	7.7	39.6	33.3
Irish,	18	2	20	18	2	20	88.9	100.0	90.0
Latin,	28	—	28	18	—	18	64.3	—	64.3
Light and Sound,	51	—	51	2	—	2	3.9	—	3.9
Magnetism and Electricity,	44	—	44	16	—	16	36.4	—	36.4
Mechanics,	26	—	26	17	—	17	65.4	—	65.4
{ Singing (Hullab),	84	571	655	74	306	380	88.1	82.5	85.5
" (Tonic Sol-Fa),	63	21	84	41	16	57	65.1	76.2	67.8
{ Harmonium,	33	93	131	1	29	30	3.0	31.2	23.9
{ Piano,	—	59	59	—	82	82	—	54.2	54.2
{ Organ,	—	10	10	—	4	4	—	40.0	40.0
Physics (Elementary),	—	48	48	—	7	7	—	14.6	14.6
Trigonometry (Spherical),	2	—	2	1	—	1	50.0	—	50.0

APPENDIX O.

APPENDIX O.

I.—**POOR LAW UNIONS** which became contributory from the passing of the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland); also the respective amounts paid out of the Rates, during the years 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, 1882-3, 1883-4, 1884-5, 1885-6, 1886-7, and 1887-8.

UNION.	1876-7. 70 Unions.	1877-8. 80 Unions.	1878-9. 88 Unions.	1879-80. 91 Unions.	1880-1. 13 Unions.	1881-2. 16 Unions.	1882-3. 20 Unions.	1883-4. 22 Unions.	1884-5. 17 Unions.	1885-6. 21 Unions.	1886-7. 30 Unions.	1887-8. 21 Unions.
Abbeydix,	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Adrim, .	442 14 8	451 9 9	—	—	—	—	—	—	—	—	—	—
Armagh, .	357 2 1	1,608 1 5	1,340 1 4	4 15 4*	—	—	—	—	—	—	—	—
Ballycorough,	821 14 5	—	—	—	—	—	—	—	—	—	—	—
Ballyroche,	171 0 6	—	—	1 12 0*	—	—	—	—	—	—	—	—
Ballymahon, .	131 10 0	4 17 0*	—	—	—	—	—	—	—	—	—	—
Ballymaha, .	634 15 6	4 13 3*	—	—	—	—	—	—	—	—	—	—
Ballymoney, .	420 0 5	2 11 10*	—	—	—	—	—	—	—	—	—	—
Ballyshannon,	303 15 2	—	—	—	—	—	—	—	—	—	—	—
Ballyvaughan,	55 7 9	51 19 0	60 9 6	61 15 0	24 6 3	59 6 7	66 17 6	49 10 8	64 6 4	51 6 6	57 15 4	59 10 3
Banbridge, .	685 16 4	677 13 1	—	806 13 3	14 11 1*	—	—	—	—	—	—	—
Bandon, .	293 1 0	—	—	—	—	—	—	—	—	—	—	—
Barnaboy, .	502 1 1	1 2 5*	—	—	—	—	—	—	—	—	—	—
Belfast, .	2,843 11 4	3,102 6 4	3,403 15 4	3,979 8 2	2,939 18 3	4,063 11 10	3,806 4 10	4,168 0 9	4,025 7 1	4,847 18 1	5,847 7 5	5,370 7 8
Boyle, .	755 9 3	67 17 6*	—	—	—	—	—	—	—	—	—	—
Cashelvaugh,	26 7 9	297 14 11*	3 3 10*	—	—	—	—	—	—	—	—	—

I.—POOR LAW UNIONS which became contributory—continued.

[illegible]

	468 19 4	448 0 8	408 11 9	3 15 7*	185 19 8	175 17 5	159 8 5	531 16 0	591 2 2	628 4 0	2 18 2	—
Midleton, .	153 14 9	161 1 5	177 13 5	198 12 6	—	—	—	177 14 2	3 6 6†	201 10 9	400 5 10	231
Milford, .	270 4 9	—	—	—	—	—	—	—	—	—	—	—
Mitchelstown, .	531 13 9	604 1 8	632 15 3	684 0 6	20 2 8*	—	1 15 11*	—	—	—	—	—
Monaghan, .	—	—	—	—	—	—	—	—	—	—	—	—
Mullingar, .	365 4 8	—	318 17 11	314 5 2	320 7 6	824 12 9	841 18 9	246 5 7	419 4 8	422 14 8	571 8 0	263 10 8
Navan, .	411 2 5	—	—	—	—	—	—	—	—	—	—	—
Nenagh, .	—	—	—	—	—	—	—	—	—	—	—	—
New Ross, .	659 14 6	821 3 0	937 19 6	923 14 10	827 16 2	835 0 2	810 2 8	488 2 7	0 9 0*	—	—	—
Newry, .	697 0 3	715 10 4	32 14 9*	—	—	—	—	815 14 6	889 19 11	890 11 4	1,633 5 0	1,018 0 3
Newtownards, .	249 11 11	7 16 71*	—	—	—	—	—	—	—	—	—	—
Oldcastle, .	468 15 19	531 37 8	621 16 11	6 8 11*	—	—	—	—	—	—	—	—
Omagh, .	—	—	—	—	—	—	—	—	—	—	—	—
Parsinstown, .	304 2 10	—	—	—	—	—	—	—	—	—	—	—
Rathkeale, .	—	—	—	—	—	—	—	—	—	—	—	—
Roxnes, .	—	—	—	—	—	—	—	—	—	—	—	—
Sligo, .	546 11 7	628 15 4	—	—	—	—	—	—	—	—	—	—
Strabane, .	418 0 9	455 0 8	5 9 9*	488 6 11	451 17 8	487 1 3	476 6 1	489 11 11	456 15 6	691 3 2	629 16 9	595 3 11
Tillic, .	228 8 10	217 11 1	244 12 3	261 14 3	271 19 9	276 12 11	311 1 11	583 8 2	383 5 1	588 10 5	419 6 10	392 10 4
Waterford, .	231 0 6	—	—	—	—	—	—	520 0 8	68 6 11*	—	—	—
Youghal, .	579 13 9	—	—	—	—	—	—	—	—	—	—	—
Total, .	56,459 19 6	21,487 18 10	16,791 0 11	12,904 18 6	8,124 6 7	8,840 2 1	11,046 7 1	14,463 15 2	11,966 18 6	14,433 11 7	16,889 9 6	16,107 13 7

* Balance due from previous year. Non-certificatory this year.
† Contribution for 1886-7. Have not lodged in time to be fully paid within the year.

NON-CONTRIBUTORY UNIONS.

II.—RETURN showing (a) number of non-contributory Poor Law Unions in each of the years 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, 1882-3, 1883-4, 1884-5, 1885-6, 1886-7, and 1887-8; (b) number of Schools in these Unions eligible for Results Fees; (c) number of Schools entitled to the additional Results Fees contingent on Local Aid; (d) amount of Results Fees (2nd moiety) paid to the Teachers of those Schools; (e) amount locally provided for obtaining the Results Fees; (f) number of Schools in which Local Aid was insufficient; (g) amount lost to the Teachers of those Schools by failure of Local effort.

	Number of non-con- tributory Poor Law Unions.	Number of Schools in these Unions eligible for Results Fees.	Number of Schools entitled to the additional Results Fees contingent on Local Aid. (i.e. both moiety)	Amount of Results Fees (2nd moiety) paid to the Teachers of these Schools.	Amount locally provided where additional Results Fees were allowed.	Number of Schools in which the Local Aid was insufficient.	Amount lost to the Teachers of those Schools by failure of Local Aid.
	(a.)	(b.)	(c.)	(d.)	(e.)	(f.)	(g.)
				£ s. d.	£ s. d.		£ s. d.
1876-7,	94	3,272	2,698	*22,357 13 8	40,650 3 2	549	3,040 19 2
1877-8,	124	4,750	4,508	36,801 10 2	74,582 3 10	242	985 8 9
1878-9,	135	5,746	5,578	46,440 4 7	90,381 6 5	168	648 4 11
1879-80,	142	6,010	5,756	53,526 16 2	97,879 10 8	254	1,340 11 8
1880-1,	150	6,612	6,148	57,204 3 0	110,290 17 5	464	1,682 14 5
1881-2,	147	6,393	6,075	57,506 9 2	112,479 14 0	311	860 10 5
1882-3,	143	6,155	5,720	56,832 5 0	107,417 0 3	403	818 14 8
1883-4,	141	6,108	5,687	56,273 13 0	103,550 2 11	416	786 9 9
1884-5,	146	6,448	5,781	62,652 9 0	112,596 13 10	667	1,097 0 7
1885-6,	141	6,214	5,496	66,603 15 4	115,799 7 3	718	1,217 19 11
1886-7,	143	6,744	5,852	70,439 0 2	119,711 18 11	892	1,451 9 10
1887-8,	140	6,659	5,914	77,515 13 1	127,515 6 4	725	1,187 17 7

NOTE.—In 1880-81 the Non-contributory Unions were divided into Scheduled and Non-scheduled Unions; for details see Appendix to Forty-seventh Report. (N).

* The above amount £22,357 13s. 8d. exceeds the sum actually paid by 2637 Os. 1d., owing to the failure of local parties in 74 cases to comply with the necessary forms in time to allow of payment being made before the close of the financial year.

APPENDIX P.

SPECIAL TABULATION of RESULTS EXAMINATIONS of PUPILS of

(1.) MODEL SCHOOLS.

The total number of Model Schools examined for results within the twelve months ended 31st December, 1887, was 84.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 5,938 ; Females, 4,273 ; Total, 10,211.

Number who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees :—

Males, 4,269 ; Females, 3,128 ; Total, 7,397.

Per-centage to number on Rolls, 72·4.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was :—

Males, 4,570 ; Females, 3,173 ; Total, 7,743.

Centesimal proportion of number examined to the average daily attendance was 95·5.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.
Infants, . . .	770	749	97·3
First Class, . .	631	584	92·6
Second Class, . .	818	749	91·6
Third Class, . .	1,036	933	90·1
Fourth Class, . .	1,013	890	87·9
Fifth Class, . .	1,877	1,673	89·1
Sixth Class, . .	1,252	1,074	85·8
Total, . . .	7,397	6,652	89·9

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	10·4
Class I.,	8·5
Class II.,	11·1
Class III.,	14·0
Class IV.,	13·7
Class V.,	25·4
Class VI.,	16·9
Total,	100·0

GENERAL ABSTRACT OF ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.
READING.				GRAMMAR.			
Class I., . . .	631	620	98.3	Class III., . . .	1,036	896	86.5
" II., . . .	818	796	97.3	" IV., . . .	1,013	820	80.9
" III., . . .	1,036	1,004	96.9	" V., . . .	1,877	1,486	79.2
" IV., . . .	1,013	908	89.5	" VI., . . .	1,252	1,064	84.9
" V., . . .	1,877	1,863	99.3	Total, . . .	5,178	4,266	82.4
" VI., . . .	1,252	1,201	95.9				
Total, . . .	6,627	6,482	97.7				
WRITING.				GEOGRAPHY.			
Class I., . . .	631	622	98.6	Class III., . . .	1,036	805	87.4
" II., . . .	818	810	99.0	" IV., . . .	1,013	863	85.2
" III., . . .	1,036	1,023	98.7	" V., . . .	1,877	1,565	83.4
" IV., . . .	1,013	1,006	99.3	" VI., . . .	1,252	992	79.2
" V., . . .	1,877	1,859	99.0	Total, . . .	5,178	4,325	83.5
" VI., . . .	1,252	1,199	95.8				
Total, . . .	6,627	6,521	98.4				
ARITHMETIC.				AGRICULTURE.			
Class I., . . .	631	593	93.9	Class IV., . . .	264	192	72.7
" II., . . .	818	762	93.2	" V., . . .	541	385	71.2
" III., . . .	1,036	960	92.7	" VI., . . .	290	190	65.5
" IV., . . .	1,013	910	89.8	Total, . . .	1,095	767	70.0
" V., . . .	1,877	1,687	89.9				
" VI., . . .	1,252	1,079	86.2				
Total, . . .	6,627	5,991	90.4				
SPELLING.				BOOK-KEEPING.			
Class I., . . .	631	597	94.6	Class V., . . .	1,136	962	82.0
" II., . . .	818	742	90.7	" VI., . . .	583	447	76.6
" III., . . .	1,036	930	89.8	Total, . . .	1,719	1,379	80.2
" IV., . . .	1,013	912	90.0				
" V., . . .	1,877	1,761	93.8				
" VI., . . .	1,252	1,195	95.4				
Total, . . .	6,627	6,127	92.5				
				NEEDLEWORK.			
Class I., . . .	631	597	94.6	Class II., . . .	329	309	96.8
" II., . . .	818	742	90.7	" III., . . .	304	373	94.7
" III., . . .	1,036	930	89.8	" IV., . . .	411	373	90.8
" IV., . . .	1,013	912	90.0	" V., . . .	732	700	95.6
" V., . . .	1,877	1,761	93.8	" VI., . . .	528	511	96.8
" VI., . . .	1,252	1,195	95.4	Total, . . .	2,385	2,266	95.0
Total, . . .	6,627	6,127	92.5				

(2.) WORKHOUSE SCHOOLS.

The total number of Workhouse Schools examined for results within the twelve months ended 31st December, 1887, was 153.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 4,000; Females, 3,257; Total, 7,317.

Number who made 100 attendances, or over, within the results year, and were present and examined on day of inspection :—

Males, 2,655; Females, 2,025; Total, 4,680.

Per-centage to number on Rolls, 64.0.

The average daily attendance for 12 months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 3,350; Females, 2,678; Total, 6,028.

Centesimal proportion of number examined to the average daily attendance was 77.6.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.
Infants,	1,277	1,205	94.4
First Class,	949	784	82.6
Second Class,	844	724	85.8
Third Class,	674	545	80.9
Fourth Class,	512	389	75.0
Fifth Class,	369	295	79.9
Sixth Class,	55	47	85.5
Total,	4,680	3,989	85.2

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	. . .	27.3
" Class I., . . . .	. . .	20.3
" Class II., . . . .	. . .	18.0
" Class III., . . . .	. . .	14.4
" Class IV., . . . .	. . .	10.9
" Class V., . . . .	. . .	7.9
" Class VI., . . . .	. . .	1.2
Total, . . . . .	. . .	100.0

GENERAL ABSTRACT of ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.
READING.				GRAMMAR.			
Class I., . . .	949	379	92.6	Class III., . . .	674	533	79.1
" II., . . .	844	305	95.4	" IV., . . .	512	331	74.4
" III., . . .	674	646	95.8	" V., . . .	369	237	69.7
" IV., . . .	512	492	96.1	" VI., . . .	55	40	72.7
" V., . . .	369	363	98.7	Total, . . .	1,610	1,211	75.2
" VI., . . .	55	54	98.2				
Total, . . .	3,403	3,244	95.3	GEOGRAPHY.			
WRITING.				Class III., . . .	674	575	85.3
Class I., . . .	949	892	94.0	" IV., . . .	512	426	83.2
" II., . . .	844	837	99.2	" V., . . .	369	297	80.5
" III., . . .	674	671	99.6	" VI., . . .	55	41	74.5
" IV., . . .	512	500	97.7	Total, . . .	1,610	1,359	83.2
" V., . . .	369	364	98.6				
" VI., . . .	55	54	98.2	AGRICULTURE.			
Total, . . .	3,403	3,318	97.5	Class IV., . . .	221	116	52.5
ARITHMETIC.				" V., . . .	187	127	67.9
Class I., . . .	949	798	84.1	" VI., . . .	41	30	73.2
" II., . . .	844	747	88.5	Total, . . .	449	273	60.8
" III., . . .	674	557	82.6				
" IV., . . .	512	397	77.5	BOOK-KEEPING.			
" V., . . .	369	304	82.4	Class V., . . .	36	31	86.1
" VI., . . .	55	40	72.7	" VI., . . .	3	3	100.0
Total, . . .	3,403	2,843	83.5	Total, . . .	39	34	87.2
SPELLING.							
Class I., . . .	949	834	87.9	NEEDLEWORK.			
" II., . . .	844	735	87.1	Class II., . . .	389	342	93.3
" III., . . .	674	579	85.9	" III., . . .	290	279	96.2
" IV., . . .	512	435	84.9	" IV., . . .	213	206	96.7
" V., . . .	369	341	92.4	" V., . . .	126	121	96.0
" VI., . . .	55	53	96.4	" VI., . . .	14	13	92.9
Total, . . .	3,403	2,977	87.5	Total, . . .	1,002	961	95.9

(3.) EVENING SCHOOLS.

The total number of evening schools examined for results within the twelve months ended 31st December, 1887, was 44.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 1,792 ; Females, 934 ; Total, 2,746.

Number who had made 50 attendances, or over, within the results year, and were present and examined on day of inspection for results fees :—

Males, 752 ; Females, 450 ; Total, 1,202.

Percentage to number on Rolls, 43·8.

The average daily attendance for twelve months ended last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 1,039 ; Females, 617 ; Total, 1,655.

Centesimal proportion of number examined to the average daily attendance was 72·6.

The following figures show the number of pupils examined and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Percentage passed.
Infants,	—	—	—
First Class,	113	61	54·0
Second Class,	197	140	71·1
Third Class,	233	139	59·7
Fourth Class,	208	108	51·9
Fifth Class,	307	166	54·1
Sixth Class,	144	55	38·2
Total,	1,202	669	55·7

Percentage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Infants' Grade,	. . . . .	—
„ Class I.,	. . . . .	9·4
„ Class II.,	. . . . .	16·4
„ Class III.,	. . . . .	19·4
„ Class IV.,	. . . . .	17·3
„ Class V.,	. . . . .	25·5
„ Class VI.,	. . . . .	12·0
Total,	. . . . .	100·0

GENERAL ABSTRACT of ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Pupils examined in Class.	SUBJECT.	No. of Pupils examined in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Pupils assigned in Class.
READING.				SPELLING.			
Class I., . . .	113	80	70.8	Class I., . . .	113	67	59.3
" II., . . .	197	162	82.2	" II., . . .	197	118	59.9
" III., . . .	233	210	90.1	" III., . . .	233	149	63.9
" IV., . . .	208	192	92.3	" IV., . . .	208	127	61.1
" V., . . .	307	285	92.8	" V., . . .	307	230	74.9
" VI., . . .	144	123	85.4	" VI., . . .	144	120	83.3
Total, . . .	1,202	1,062	88.4	Total, . . .	1,302	811	67.5
WRITING.				BOOK-KEEPING.			
Class I., . . .	113	88	77.9	Class V., . . .	23	9	40.9
" II., . . .	197	185	93.9	" VI., . . .	2	-	0.0
" III., . . .	233	221	94.9	Total, . . .	24	9	37.5
" IV., . . .	208	197	94.7	GEOMETRY.			
" V., . . .	307	281	91.5	Class V., . . .	-	-	-
" VI., . . .	144	122	84.7	" VI., . . .	16	10	62.5
Total, . . .	1,202	1,094	91.0	Total, . . .	16	10	62.5
ARITHMETIC.				ALGEBRA.			
Class I., . . .	113	85	75.2	Class V., . . .	-	-	-
" II., . . .	197	165	83.8	" VI., . . .	19	16	84.2
" III., . . .	233	158	68.7	Total, . . .	19	16	84.2
" IV., . . .	208	111	53.4	FRENCH.			
" V., . . .	307	171	55.7	Class V., . . .	-	-	-
" VI., . . .	144	62	43.1	" VI., . . .	1	1	100.0
Total, . . .	1,202	747	62.1	Total, . . .	1	1	100.0
				DRAWING.			
				Class VI., . . .	4	4	100.0

(4) CONVENT AND MONASTERY SCHOOLS.

The total number of Convent and Monastery Schools examined for results within the twelve months ended 31st December, 1887, was 266.

Number of pupils on school rolls on last day of month preceding inspection:—

Males, 22,524; Females, 74,909; Total, 97,433.

Number who made 100 attendances or over within the results year, and were present and examined on day of inspection:—

Males, 12,652; Females, 47,542; Total, 60,194.

Percentage to number on Rolls, 61.8.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 14,108; Females, 49,067; Total, 63,175.

Centesimal proportion of number examined to the average daily attendance was 95·3.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Percentage passed.
Infants, . .	18,410	17,927	97·4
First Class, .	9,590	8,376	87·3
Second Class, .	8,500	7,443	87·6
Third Class, .	7,111	5,943	83·6
Fourth Class, .	5,593	4,498	80·4
Fifth Class, .	6,807	5,931	87·1
Sixth Class, .	4,183	3,676	87·9
Total, .	60,194	53,794	89·4

Percentage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Infants' Grade, . . .	30·6
" Class I.	15·9
" Class II.,	14·1
" Class III.,	11·8
" Class IV.,	9·3
" Class V.,	11·3
" Class VI.,	7·0
Total,	100·0

GENERAL ABSTRACT OF ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.
READING.				GRAMMAR.			
Class I., .	8,590	9,086	94.7	Class III., .	7,111	5,558	78.2
" II., .	8,500	8,036	94.5	" IV., .	5,593	4,173	74.6
" III., .	7,111	6,769	95.2	" V., .	6,807	5,111	75.1
" IV., .	5,593	5,444	97.3	" VI., .	4,183	3,661	87.5
" V., .	6,807	6,697	98.4	Total, .	23,094	18,503	78.1
" VI., .	4,183	4,133	98.6				
Total, .	41,784	40,165	96.1	GEOGRAPHY.			
				Class III., .	7,111	5,701	80.2
WRITING.				" IV., .	5,593	4,268	76.4
Class I., .	9,590	9,324	97.2	" V., .	6,807	5,198	76.3
" II., .	8,500	8,314	97.8	" VI., .	4,183	3,480	83.2
" III., .	7,111	7,045	99.1	Total, .	23,694	18,644	78.7
" IV., .	5,593	5,543	99.1				
" V., .	6,807	6,744	99.1	AGRICULTURE.			
" VI., .	4,183	4,163	99.5	Class IV., .	278	105	37.8
Total, .	41,784	41,133	98.4	" V., .	314	166	52.9
				" VI., .	113	58	51.3
ARITHMETIC.				Total, .	705	329	46.7
Class I., .	9,590	8,715	90.9				
" II., .	8,500	7,754	91.2	BOOK-KEEPING.			
" III., .	7,111	6,123	86.2	Class V., .	2,657	2,035	76.6
" IV., .	5,593	4,581	81.9	" VI., .	1,050	799	76.1
" V., .	6,807	6,057	89.0	Total, .	3,707	2,834	76.4
" VI., .	4,183	3,720	88.9				
Total, .	41,784	36,950	88.4				
				NEEDLEWORK.			
SPELLING.				Class II., .	6,962	6,519	93.6
Class I., .	9,590	8,708	90.8	" III., .	6,351	6,069	95.6
" II., .	8,500	7,296	84.8	" IV., .	5,101	4,844	95.0
" III., .	7,111	5,707	80.3	" V., .	6,281	6,035	96.4
" IV., .	5,593	4,467	79.9	" VI., .	3,938	3,875	98.4
" V., .	6,807	6,023	88.5	Total, .	28,533	27,362	95.6
" VI., .	4,183	3,963	95.3				
Total, .	41,784	36,999	88.4				

APPENDIX Q.

INFORMATION as to the "REID" BEQUEST.

REID BEQUEST.

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who munificently bequeathed £9,435 towards the advancement of Education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest, by the Commissioners of National Education.

PART 1.

During the Five years' service of a Monitor, there are two Principal Examinations, viz., one at the end of his Third year, and the other at the end of his Fifth year. After each of these Principal Examinations, the Reid Prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of Prizes :—

(a.) At end of Monitors' Third Year of Service :—

First Prize,	...	...	...	...	£30
Second "	...	...	...	...	18
Third "	...	...	...	...	16
Fourth "	...	...	...	...	14
Fifth "	...	...	...	...	12
Sixth "	...	...	...	...	10
					£90

(b.) At end of Monitors' Fifth Year of Service :—

First Prize,	...	...	...	...	£25
Second "	...	...	...	...	22
Third "	...	...	...	...	20
Fourth "	...	...	...	...	18
Fifth "	...	...	...	...	16
Sixth "	...	...	...	...	14
					£115

This portion of the Scheme came into operation at the Examination of July, 1886.

PART 2.

The Trustees, also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their Course of Training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on, without dropping a year, to the Degree in Arts.

The recommendations of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

This portion of the Scheme has not yet come into operation.

PART I.—RESULT of the JULY EXAMINATIONS, 1887.

In accordance with the Reid Bequest Scheme (Part 1.) for the advancement of Education in the County Kerry, immediately after the results of the July Examinations of Monitors employed in the National Schools of Kerry were ascertained, the Commissioners of National Education selected the Six best answerers amongst Monitors in the Third year of service, and the Six best answerers amongst Monitors of Fifth year, and made the following awards :—

PRIZE MONITORS OF THIRD YEAR.

Dist.	Roll No.	School.	Monitor.	Prize.
				£
54	2,810	Kilmolly, . . m.	Patrick FitzGerald, .	20
"	11,272	Chapelton, . . m.	John Kirby, . . .	18
58	5,119	Caher,	Mortimer O'Sullivan, .	16
39	1,699	Ballydoole, . . m.	John Scanlan, . . .	14
"	10,239	Linstowel (2), . . .	Daniel Kenne, . . .	12
"	10,531	Dromerin,	John Murphy, . . .	10

PRIZE MONITORS OF FIFTH YEAR.

				£
54	3,655	Milltown, . . . m.	James Daly,	25
39	10,587	Islandanny,	Wm. O'Connor, . . .	22
54	2,810	Kilmolly, . . . m.	Maurice FitzGerald, .	20
"	7,848	Murkur, . . . m.	Edward Barrett, . . .	18
"	9,708	Knocknagoshel, . . .	James Long,	16
39	11,018	Ballylongford, . . m.	Michael Foley, . . .	14

Part II. not yet in operation.

DUBLIN. Printed for Her Majesty's Stationery Office,
By ALEX. THOM & Co. (Limited), 87, 88, & 89, Abbey-street.
The Queen's Printing Office.